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ABSTRACT

Activities to develop a healthy self-concept for preschool and kindergarten children are presented in this book. The stated purposes of the book are: (1) to discuss the development of a healthy self-concept in terms that will impact parents, teachers, counselors, and significant others; (2) to discuss ways in which parents, counselors, and teachers can promote a healthy self-concept in young children; and (3) to provide many practical activities that may be used by parents and teachers that may build on healthy self-concept. Part I focuses on developing self-concept. Working with the young child, teaching toward a self-concept, and mistakes often made with young children. In Part II these self-concept activities are presented: 10 activities in "belonging to a group"; 3 activities in "books about myself"; 14 activities in "building self-concept"; 4 activities in "cooking a self-concept"; 10 activities in "learning new body parts"; 15 activities in "dealing with emotions"; 11 activities in "I am special"; 17 activities in "individual preferences"; 6 activities in "learning names"; 11 activities in "learning responsibility"; 4 activities in "my family"; 15 activities in "self-concept and art"; and 12 activities in "self-identity." There is a 28-item bibliography and information about the author. (ABL)

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And
LOVING SUN

Activities for Developing a Healthy Self-concept in Young Children

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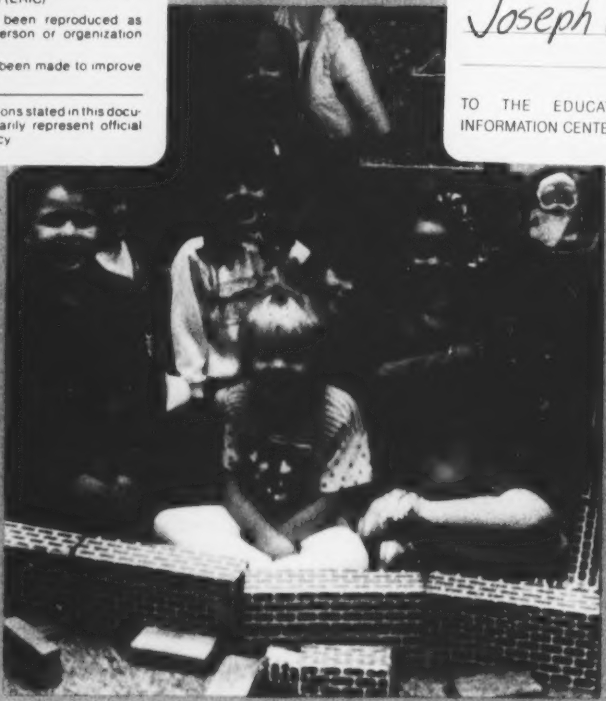

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Sam Ed Brown, Ph.D.

GENTLE RAIN AND LOVING SUN

Activities for Developing a Healthy Self-concept in Young Children

Sam Ed Brown, Ph.D.
Professor
Texas Woman's University
Denton, Texas

Illustrations by Dru Ann Fry

ACCELERATED DEVELOPMENT INC
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Technical Development: Tanya Benn
Cynthia Long
Marguerite Mader
Sheila Sheward

Illustrations by Dru Ann Fry

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DEDICATION

This book is dedicated to B.C.B.
whose support for the past years was immeasurable.
Although unable to witness the conclusion of this book,
it could not have been written without her.

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We wish to thank all of the teachers who made so many excellent suggestions and gave so much help. We would also like to thank the many families who shared their lives with us.

PREFACE

Our school systems are equipped with an ever increasing supply of the newest and most modern teaching devices and media. Our children are exposed to the newest in modern medical technology. No generation of children should be healthier and more well-adjusted than the children of today. Yet, each year finds us with more and more children who are psychologically crippled. Each year the drop-out rate increases and more children require special help.

Why is it that we find more and more children who cannot meet our expectation? Why is it that we find more children who will not or cannot face the challenges of today's society? Why is it that so many children feel inadequate to cope and, because of these feelings, become failures in our school system and ultimately in society?

These questions are not easy to answer. Many variables must be considered; variables produced by changes in morals and values, and, of course, changes in our expectations of children. This author's contention is that a great many of these variables that impact the answers to these questions deal directly with self-concept.

Much has been written about self-concept. To thoroughly review the literature, one must begin well before the 1900s. However, this author finds a dearth of attempts to translate research into practical application for parents, teachers, and significant others.

The definition of self-concept developed by the author, based on research and much time spent working with children with poor self-concept, is "the sum total of all a young child has experienced to the present moment." Self-concept begins at birth and continues to develop over the lifespan. Self-concept is not static; however, the more firmly it becomes entrenched, the harder it is to change. For this reason a child's self-concept must be addressed while the child is still very young.

Purposes of this book are threefold. First, it is to discuss the development of a healthy self-concept in terms that will impact parents, teachers, counselors, and significant others. Second, it is to discuss ways in which parents, counselors, and teachers can promote a healthy self-concept in young children. Third, this book seeks to provide many practical activities that may be used by parents and teachers that may build on a healthy self-concept.

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PART I

DEVELOPING SELF-CONCEPT

CHAPTER **1**

INTRODUCTION

The term self-concept is composed of many things. Children become aware of how others treat them and appear to feel about them in terms of their abilities. As children develop body awareness, they compare themselves with those around them. Children develop feelings about their desires, thoughts, and wishes by learning how others feel. In other words, each child attempts to fit himself/herself into the surrounding society and often times finds that he/she is different.

Many, many factors may contribute to these feelings of self-concept in the child, starting with the home environment. Children first become aware of the self through interaction with their parents and significant others in their lives, as well as various other experiences.

This book is a result of the author having worked with, observed, talked with, and shared love and sadness with children. We were fortunately able to be involved with the first Head-Start programs in the later 60s. One of the chief aims was to build a positive self-concept in the young child. We discovered that while a child does bring a self-awareness with him or her when entering school, it may be changed for the better or the worse. We have watched children become aware of their own potentials and also have shared the frustration of children who are trapped in such a poor and degrading environment that much, maybe too much, help is the only possibility of building a positive self-concept.

In 1973-74, this author developed and coordinated a Home Based Program in Hamilton County, Tennessee, where we worked with three-year-old children and their parents in their homes. Here we were exposed first hand to the delimiting factors of poverty. While poverty is an important factor in influencing a child's self-concept, many other factors also are present. Despite the research that has been done in the areas of academic achievement and self-concept, we do not yet know all of the influences responsible for the development of a poor or positive self-concept. However, we do know many methods that may be used to develop a healthy self-concept.

Dr. William W. Purkey, Professor at the University of North Carolina at Greensboro and perhaps the foremost authority on developing self-concept, used an apt example. He said that if we plant a hundred acorns that are waiting to grow into mighty oaks, what then do we use for rich soil, the gentle rains, and the loving sun? Perhaps we can do little to improve the soil in which the child must grow if we consider the environment in which the child lives as the soil; however, we do know how to add the gentle rain and the loving sun to the child's life while he/she is with us in our classrooms.

This book is an attempt to share with preschool and kindergarten teachers and parents of children of that age ways in which we can help our children develop healthy self-concepts and perhaps even repair, or at least, minister to children who have suffered and are still suffering.

CHAPTER 2

ONE PARENT, TWO PARENTS, TOO MANY PARENTS?

Our society has come a long way in the past few years toward enacting laws to protect young children. No longer does society put children on the street to care for themselves. No longer do we allow parents to abuse children or put children into "alms houses" because they do not want to care for them.

However, the other side of the coin is that some states have chosen to enact laws and establish methods of dealing with children, that while the children may be protected physically, they sometimes are crippled emotionally. Examples of this type of treatment may be found in several states in the area of child custody.

The author knows a young child of five who was born out of wedlock, in a living-together situation that lasted approximately one year. When the couple decided to part, both wanted the child. Upon advice from the Human Resources Department, the couple was awarded joint custody. Subsequently, the woman married and she and her husband had a child. The paternal grandmother of the first child became very possessive of him. As a result, several court hearings have been held, and the child is still in joint custody even though the present husband of the woman would like to adopt the boy so that he may be raised in a family setting. The situation as it now stands is psychologically damaging to the child. Every visit to the father or the father's mother is a time of inconsistency for the child. He has no bedtime and is given complete freedom and told he can do no wrong. He is assured that the reason he is disciplined when he is with his mother is because his mother does not love him. While the child would like to belong to someone, he belongs to no one. Little, if any, consistency and discipline exist in this situation. The boy seems now to care for no one and is completely undisciplined. His self-concept is very low. He declares he is not loved. When asked, "What do you want to do when you get older?" his answer is, "I want to grow up and die."

The little boy seemed to be highly intelligent. By age three he was able to name the colors, say the alphabet, and had a large vocabulary. During the past two years, interest in most things has waned. The boy now is content to watch television or, in some other way, put himself out of the existing world and into a place where he is not threatened by things he is unable to understand.

At this time, the future prognosis for the child is grim. The opportunity for him to come to grips with the real world is small.

The sad part of this situation is that the child could be helped. On the other hand, the courts will not allow the help that the child needs. This is not a condemnation of laws and methods, but a condemnation of adults, who are not familiar with children, being allowed to decide their fate.

WORKING WITH THE YOUNG CHILD

When Fredrich Froebel opened the first school for young children in Germany, the term "kindergarten" was used to denote the nature of young children. Young children are tender, trusting, wondering, questioning, and fragile. They are quick to learn and quick to forget what they have learned. They are eager to try and can be taken advantage of easily. They are happy and love the world, adults, each other, and themselves. The young child is changeable and needs a lot of special treatment. This special treatment is needed to preserve the wonder, love, eagerness to learn, and happiness to develop feelings within the child that tell him/her that he/she is worthy, loved, and capable.

Unfortunately, in our society today, many teachers and parents, either through lack of knowledge or because of callousness on their part, are willing to destroy these feelings for the sake of academic achievement or "the child's own good." No one should have the right to deprive the young child of the right to be a young child.

Consistency in the Life of a Child

A priority that must rank very high on the list of things a young child must have in order to develop a healthy self-concept is consistency in his/her life. Children want and need boundaries of behavior set for them. When boundaries are defined and consistently enforced, the child is much more free to explore and try new things than when the boundaries are hazy or the enforcement is inconsistent. Children, who know what the boundaries are and know that they are free to explore and to do as long as they remain within those boundaries, know that their actions will be acceptable. On the other hand, children, who are unsure of what is permissible and what is not, may become behavior problems by constantly testing to see what they can do and what they cannot do. Also, these children may become afraid to act because of fear of punishment if they go too far. In other words, the child does not know what to do.

Communicating With Young Children

A key to consistency is being able to communicate with young children. Of course, communication is hampered by the lack of understanding of words or phrases used, but only to a small degree. Children are eager to talk with an adult; but quite naturally they can build resentment if always "talked to."

When talking with young children, we should always remember that praise motivates and criticism discourages. When you praise young children you build confidence and security within them. This motivates the child and leaves the child feeling pleased and good about himself/herself. However, an important point to remember is that praise should deal with behavior, and not personality, and should be given liberally but only when due.

Criticism should be avoided. Even what we like to call "constructive criticism" is still only criticism. Most criticism is not helpful because of the way we give it. So, a far better procedure is to avoid it altogether if possible. Since most criticism comes as the result of a problem, the secret is not to look at the problem (that's over), but look at what caused the problem and determine what changes need to be made so that the problem won't happen again.

An example might be that you walk over where the books are kept and find John is cutting pictures from the new children's books. Your reaction should be something on the order of, "John, you are cutting pictures from our new books. We have magazines and catalogs in the art center that may be cut." (Remember you taught John that scissors are used for cutting.) "Let's take our scissors over to the art center and use them there." Being angry and criticizing at this point often only causes anger and resentment. Oftentimes the child will perceive this as an attack on his/her personality and character. However, this should be the time to correct the situation to be sure it doesn't happen again. One approach would be to call your children together in the art center and explain, "Children, some of us are using the scissors in the wrong place in the classroom. Let's keep all of our scissors here in the egg cartons in the art center." Then, with the children helping, put the scissors all together sticking in egg cartons on the shelf where the magazines and catalogs are kept and say, "Now, if anyone wants to cut pictures we will have everything in the same place and won't need to take the scissors anywhere else in the room." Later on, check to see if this is being followed by all the children.

When planning your important communications with children, always keeping in mind that certain factors such as fatigue, anger, put-downs, and criticism interfere with the child's listening and understanding.

High Aspirations and Success

Study after study has demonstrated that the aspirations held for children affect the way children perform. If a teacher or parent has high aspirations for children, likely children will live up to their expectations, provided that the aspirations are not too high and are within each child's capabilities.

The statement "within the child's capabilities" is extremely important. For one thing, individual children have different capabilities, and children develop at their own rate. The expectations we hold for a certain child must take both of these factors into consideration; therefore, expectations must be different for different children.

The plain fact of the matter is that some children seem to excel in almost anything they accomplish (A type work), while other children who work just as hard, and sometimes harder, consistently do B or maybe C type work. As a general rule, the child who excels is the one that receives all the praise and rewards, while the other student receives "you can do better" or "please work harder on your homework." Obviously the child who works as hard or harder than the high achiever should share in the rewards and praise. To constantly try and never be rewarded of the effort lowers self-concept. The children who cannot reach the expectations of parents or teachers, no matter how hard they try, are put into a no-win situation. Enough of this, over a period of time, can cause the child to quit trying.

When dealing with young children, an extremely important point is to learn the capabilities of each child and teach toward those capabilities. In so doing, we provide success for the child, which is the main ingredient of a positive self-concept.

Frequently, one may hear a teacher of young children declare that children should be allowed to fail a certain percentage of the time because they need to learn that they can't be successful in everything they do. These teachers are in error. A goal of a good preschool or kindergarten is to produce a child who loves school and can do anything asked of him/her. In other words, send from your room a happy child with a positive self-concept. This child will be able to handle small failures and setbacks much easier than the child who has failed so often that he/she fears failure and dreads the thought of moving on to the next grade where he/she is sure the work will only be harder. Accepting failure as a way of life will certainly limit the child's accomplishments later in life.

What Parents Can Do

Number one on any list of things parents can do to help their children be successful in life is to be warm, nurturing, and loving as parents. The love parents have and display toward their children is not something that can be turned on and off or sometimes used and sometimes not used. A very dangerous and injurious procedure is for parents to withdraw their love from a child as a means of punishment or demand. For a child to understand that he/she is loved is of great importance. A child must be wrapped in this security and know that it exists no matter what happens. a child must know that he/she is loved just as much when he/she fails as when he/she succeeds.

Parents must demonstrate their love for their children. Every opportunity should be taken to tell children they have done a good job and thank them for what they have done. Parents sometimes fall into the trap of expecting certain things from children simply because they are children. An example would be the parents who expect children to make up their beds, put away their clothes, wipe up the crumbs after making a sandwich, and in other words, fit into the family routine. As long as each child does these things, the parents don't comment one way or the other. However, when the child fails to fit the expectations of the family, he/she is quickly censored. Parents need to thank the child and show affection in other ways for every job that the child does, not just react in a negative fashion toward what the child has not done. But, and these are important words, the parent's love must be apparent to the child when he/she fails to measure up to expectations as well as when he/she measures up. This is the only way a child can learn that failure does happen at times, but it is all right. The child cannot learn this by having demands placed upon him/her with which he/she is not able to cope.

Parents must provide emotional support for their children. If parents don't, who will? Too many parents feel that a child thinks the same way an adult does and has the same emotions that adults have. This is not true. Young children have difficulties dealing with and expressing their emotions. This must be learned from the parents and reinforced by the teacher. Oftentimes when a mother, who leaves her child at a daycare center, stops to pick up her child and the child sees her, the child begins to cry. Many mothers feel rejected when the child is crying because she thinks the child does not want to leave the center. Too often this rejected feeling of the mother's triggers anger and rejection in the mother. What is really happening is that the child is feeling strong emotion and is extremely happy that the mother is there, but does not yet know how to deal with this emotion. Therefore, the child just cries. This is one example of many of the mistakes adults make with children because they lack sufficient knowledge. Parents with young children and couples planning on having children should, at the very least, check out a child development book at the library and read it so they will be more aware of the differences between children and adults.

Another important point for parents deals with the acceptance of children as they are and their competencies. To have high expectations for children is good; however, we also must accept their accomplishments even if they don't live up to our aspirations for them. Certainly all children cannot be great artists, accomplished musicians, or win the

Nobel Prize; but, can you imagine how quiet the church would be if only the best singers sang? Without question, anything worth doing is worth doing well, but equally important is to remember that anything worth doing is worth trying even if it is not done so well. Children must feel that they can try and will not be ridiculed if their try is unsuccessful. This feeling of knowing that to try is all right, successful or not, helps to develop a happy, successful child.

At times, parents get tired of being told they should teach their child this thing or that thing. Sometimes parents may feel put upon as they hear "authorities" on a television talk show telling them what they should be teaching, or they read articles in newspapers on the same subject, or they even find advice on what they should be teaching their children in their favorite magazine. Also, they may have friends, who have young children who are just beginning school, who share with them what their child's teacher has said would have been helpful for the child to have known prior to entering school. Repeated exposure to such pressures often make parents feel guilty because they feel they are failing the responsibilities they have been told they have toward their children. As a result, parents often move away from their main responsibility of being a parent and try even harder to be a teacher to their children. While recognizing that parents are the child's first teachers, the most important teaching that parents do is through demonstration, action, modeling, and a sharing of life style, values, and morals on a day-to-day sustained basis.

Picture the young child who has received a football for Christmas. The child is eager to play with the football, and visions of Danny White (former Cowboys quarterback) flash before the daddy's eyes as he takes his young son out into the yard with the football. Fifteen minutes later the child comes into the house crying. What has been the conflict? Simply, the child wanted to play with the ball, but the daddy had all of a sudden become the teacher. Pity the child who has parents who both teach school. Not only do they spend a lot of time trying to teach each other (usually unsuccessfully), but the child is exposed to a double amount of teaching at home.

Some consolation to parents may be knowing that even though much has been written and said about teaching young children in the home, parents who took time to be parents first produced children who were successful and well-adjusted in school, who read early, and who were happy.

What Teachers Can Do

So many of the things that parents can do to help the child develop a healthy self-concept applies to the teachers of young children also. Well that it should, because preschool should be a logical bridge between home and school. This is where the learning, which began in the home, is expanded but expanded in an atmosphere much like home. This is where the budding self-concept begins to bloom as it is carefully cultivated by the preschool teacher.

First, teachers must recognize that they are not, and can never be, the child's parent. The child has learned a great deal from his/her parents in terms of values, morals, behaviors, and most important, the developing view of self. The teacher may expand upon what the child has learned in the home but must never condemn what the child has learned. Teachers often do change a child's behavior, but it is done through modeling and the offering of positive experiences. First and foremost is the acceptance of the child as he/she is. Then a teacher may work with a child to seek a change in undesirable behavior or to develop a healthy self-concept.

When dealing with the problem of developing a positive feeling about self within a child, the same rule applies throughout life—success breeds success. The child who meets with success feels good about himself/herself and is eager to try something else. An extremely important aspect of teaching is for a teacher to be familiar with his/her children. The teacher should be aware of each child's family backgrounds, lifestyles, and competencies. Armed with this information, the teacher can provide opportunities for each child to be successful.

Teachers should make every effort to create an accepting classroom: a classroom that is filled with children who not only accept themselves but know and accept every other child in the room for what they are. Mary Jane may be bright in math, while John is pretty slow in that particular area. However, John is far ahead of the others when it comes to constructing buildings in the block center, while Mary Jane has never had the experience. The point being made is that children are different but every child does something well. The accepting classroom has children who look for and capitalize on strengths and downplay weaknesses. Since a child's self-concept develops in the presence of others, within such an atmosphere the child has the best chance of building a positive self-concept. An argument often put forward by those who feel that teachers should only concern themselves with the academics and leave feelings and emotional matters to parents, is that teachers only have the child for a short time each day and can do little because the child must return to the home environment. If a teacher should have a child from a limiting environment, the teacher's responsibility is to share with the child opportunities to learn that the world in which he/she lives is not completely limited and that he/she can be successful. If a teacher has a child who comes from a supporting and encouraging environment, the teacher's responsibility is to continue this support and encouragement. A child who comes from a limiting and discouraging environment at home into a warm and encouraging environment at school will probably succeed. Likewise, a child who comes from a warm and encouraging environment in the home into a limiting and discouraging school environment will probably succeed. However, the child who comes from a limiting and discouraging home environment into a limiting and discouraging classroom has little hope at all. The most successful children come from warm and encouraging home environments into classrooms that encourage and offer opportunities for the child to be successful.

TEACHING TOWARD A POSITIVE SELF-CONCEPT

Many children, who come to us with problems, are those who have not been successful with school and exhibit behaviors that are designed to protect them from future failures. Teachers can teach toward developing a positive self-concept in positive ways.

Keeping in mind the nature of the young child, a teacher should endeavor to make his/her room warm and comfortable. At the same time, the room should be a place that is attractive to the extent that children will want to come. Touches, such as flowers to be seen, held, smelled, and enjoyed, and pictures on the walls that invite the young child's attention can be used.

Teachers need to reassure each child daily that he/she is loved. Teachers reassure children with touches, hugs, warm smiles, and many other ways. Children should feel that the teacher is genuinely glad to see them and glad that they are at school.

Another area that sometimes is a little more difficult with young children, but necessary, is allowing children to be a part of the decision-making process. With the children gathered on the rug first thing in the morning, plans should be made for the day. Children should be asked for their input and should be allowed to participate. Encouragement should be given to the shy child.

Teachers should not bargain with young children. Such bargains as, "If the room is cleaned up real nice, we will spend an extra 15 minutes outside," should not be encouraged. Rather than bargaining, teachers should do nice things for the children without announcing them in advance. Bringing in the popcorn popper and making popcorn balls would be an example.

Children need to be touched. Something seems to be magic about a touch from someone whom you love and trust. Teachers, as they go about their routines, should make a point to touch each child at least once during the day.

Another thing that is often difficult to include in the schedule, but necessary, is spending some time with each child. This encourages the feeling in the child that you are really interested in him/her.

Teachers don't always have to be the expert. Often we are too quick with our answers and thereby discourage participation in a learning process. We should encourage the child first to seek the answer to a question himself/herself. We should encourage the child to seek help in ways to find the answer from his/her peers. As a last resort, the child should ask the teacher. The teacher then should help the child find the answer or, in some cases, supply the answer.

Send positive, warm notes home with children. Don't send notes home as a reward, but send them as a positive stroke for the child. The child receives the positive stroke from you, which everybody needs, and in most cases, positive actions from his/her parents.

Keep a list of the children's birthdays and always celebrate each child's birthday with a small party. For those children whose birthdays fall outside the school year, arrange one large party when they may all celebrate their birthdays.

Be aware of the cultural background of the children and the special holidays that are of importance to them that we don't normally celebrate in our culture. These special days call for a special party as well as our own holidays.

Sometimes, as adults with background experiences and wisdom, we know that an idea that a child has will not work, and we are too quick with dismissing the idea. Instead, we should give the child our undivided attention and never ridicule. We may help the child try out his/her idea so he/she may learn why it is not practical. In other words, don't be too quick to say "No."

Another area of concern deals with noise found in an early childhood classroom. Again, teachers may be too quick to pounce on children who are bickering and feuding and raising their voices. We should be aware that children need to learn to work things out. Within about five minutes, most of the more serious altercations (as seen by us) are settled, leaving two friendly children.

We should avoid negative-type commands, like "Don't run" or "Don't talk so loud," such as we would use in training an animal. Instead we should be just as polite as we would be with a group of adults, and say things such as "Please walk," "Please talk in a quiet voice," and "Please sit down." We are models for the child; so not only do we harm self-concept, we teach the child a negative means of communication at the same time.

As previously mentioned, problem solving plays a large part in teaching communication to young children. At times, room arrangement can be a major contributor to undesirable behavior. If we are faced with this problem, we should look at our room to determine if arrangement might be some of the cause. For example, we might find that we have placed the science center too close to the door, and some of the children are damaging experiments as they pass back and forth to the door.

Often preschool children (and older also) are still attached to favorite articles from home, such as blankets or a special doll. These things give the child comfort and security and emotional support. If we object, we might ask ourselves why we object. Depriving the child of this support might do the child greater harm than any gains you may receive because you feel the child is not paying attention.

Finally, a common sight is to see children in a circle discussing things they have done or their homes. The teacher's role usually is to encourage the conversation. We believe that teachers should share of themselves as well. Children are very interested in the teacher. If the teacher is willing to share some of his/her own experiences with the children, he/she will find a willing audience and perhaps a wonderful learning experience for the children as well.

MISTAKES OFTEN MADE WITH YOUNG CHILDREN

1. Many times, while we think we are listening to a young child, we are in reality only hearing the sounds and thinking about something else. We don't fool children.

2. Often we take the easy approach to stop a child from doing something incorrectly. What would be better would be to allow the child the opportunity of making a mistake and learning from his/her own actions. Don't be too quick to correct.

3. Sometimes when working with the young child, we forget that the process the child goes through is what teaches and not the product produced. While the product is important, the process is more so.

4. Criticism is a destructive thing. Criticism attacks personality and feelings. Praise strengthens self-concept and allows the child to accept his/her own weaknesses.

5. High expectations for children are good. However, having expectation levels for children that are impossible for the child to reach, due to handicap or developmental level, can seriously damage the self-concept of a young child.

6. Something is special about every child. Failing to look for and identify that special attribute is a crime against the child.

7. Revealing a child's weaknesses before other children or adults can seriously cripple a young child's self-concept.

8. Sometimes as adults, we tend to put little importance on special days such as birthdays. To children, however, birthdays are "magic days." If we fail to honor that day, we do a dishonor to the child.

9. All human beings need positive reinforcement for things they do well. Sometimes as adults we just expect correct behavior from young children. Then, if a child behaves as we expect, we say nothing. However, if the child misbehaves, we are quick to point this out. Children not accustomed to receiving positive reinforcement tend to act out in order to receive attention through negative reinforcement.

10. As pointed out earlier in this book, the world is a brand new and wonderful place for the young child. The young child has so many things that are interesting to him/her that need exploring. When we impose a rigid set of standards on young children and ignore this interest, we tell the child that we do not value his/her interest. This damages self-concept.

11. As mentioned earlier, "time" is very important to the young child. Too often the child who has not quite finished with an activity is moved to another activity, after being told he/she will have a chance to finish later. Most likely the time to finish never comes. Most likely this same child will be the last working on the new activity, and the same thing happens. In a relatively short period of time, the child will realize that nobody cares whether or not he/she finishes; therefore, the work is unimportant. Soon the child will move into a center and not try at all.

12. Every child has different strengths and weaknesses. We cannot expect children to be alike in abilities. For this reason, we should never compare children; because doing so is often like comparing apples and oranges especially if we compare abilities.

13. If teachers are going to list goals and objectives on large charts and list children's names so stars may be awarded when a child masters a skill, a question needs to be asked. While it may be motivating to high achieving students to see the row of stars beside their names, what does it do to the low achiever who has few if any stars? A teacher must know each of her children's strengths. Some of the child's strengths must be included on the chart so that all the children may have stars.

14. Often we do things that do not allow children to express emotions. Many little boys are told crying is wrong. Many little girls are told not to fight. Even in preschool these notions are reinforced. Every effort needs to be made to teach children that expressing emotions is all right. We need to teach acceptable ways to express our emotions.

15. Abraham Maslow graphically details the needs with which human beings must cope. The first is psychological. Psychological needs are those that many young children must work their way through. These needs include shelter, food, freedom from pain, and freedom from emotional needs. A child who comes to school hungry cannot learn until he/she has eaten. The child in pain cannot learn until the pain is eased. The child who has been emotionally abused cannot learn unless we can help the child deal with the emotions. The teacher must guard against assuming that the needs of a child have been met in the home and thus overlook suffering children.

16. One of the worst things that we can do to a child is to punish him/her by withdrawing love. A child should never have to doubt the love of an adult no matter what the child has done. Love cannot be turned off or on and has nothing to do with actions. No child can develop a healthy self-concept in the absence of love.

PART II
SELF-CONCEPT ACTIVITIES

ABOUT THE ACTIVITIES

The activities found in this book are activities the author has used himself or were developed under his supervision by use of student teachers. Only those activities that were found to be motivating and useful are included. We hope that using these activities will stimulate the user to develop and build on these activities to help special children. These activities should only be used as a beginning and inspire pre-school and kindergarten teachers to expand their humanistic methods of teaching. We would offer the following four suggestions for teachers to consider while working with their children.

1. All human beings experience feelings of inferiority at times. We should avoid discouragement and work with the child to overcome the feelings for positive functioning.

2. We must always, first build on a child's strengths before we attempt to work on his or her weaknesses.

3. A child who is overly worried about the product is often fearful and anxious and prone to failure. Children must learn that the contribution, or the process used toward achieving the product, is important. This knowledge contributes to success.

4. Discovering their own strengths helps children to recognize and accept their own weaknesses and the weaknesses of others. Strengths are recognized through successful experiences.

CHAPTER 3

HUMANISTIC APPROACHES TO TEACHING SELF-CONCEPT

The sixty humanistic approaches to teaching are designed to help teachers, with the aid of parents, provide the kind of classroom atmosphere that nurtures the growth of a healthy self-concept in children.

While certainly not new ideas, these approaches to teaching represent much that many already know about teaching young children. However, they do not fit the stereotype that learning is hard and cannot be fun. This stereotype has prevailed in our schools since school's beginning. Resistance to these approaches is natural, especially for those supervisors, administrators, teachers, and parents who have not been exposed to parent education and knoweldge about young children.

Special training is necessary to teach one how young children are diferent from adults and children in the upper elementary grades. Past mistakes are revealed when a person has knowledge of the child's development and past treatment and the result of that treatment.

Humanistic approaches are designed to preserve the wonder, love, and fragile nature that young children possess. These wonderful years that belong to the young child happen only once. The teacher's responsibility is to preserve these beautiful years and do everything with his/her power to prevent these years from being destroyed, on purpose or accidently, for the sake of academic achievement or other reasons.

1. Create a Quiet Space in the classroom where a child can be by himself/herself. Possibly a few favorite books and some pillows would make it inviting. One child is allowed to use the Quiet Space at any one time, but freedom to use the Quiet Space when it is not occupied is understood.

2. Make sure that your classroom has a full-length mirror. Children like to see themselves because they love themselves. Becoming familiar with his/her own characteristics helps the child accept himself/herself and others.

3. Be sure to recognize different cultural holidays, not just a few, but the many different ones. Recognize cultural differences and turn these into learning experiences for all the children.

4. Make sure that the Library Space of the classroom contains not only books furnished by the school, but also "books about me" that the children have made. You also may have a special book shelf for books the children bring from home.

5. Set aside some time each day for conversation and sharing of ideas and thoughts. Don't cut children off short or try to hurry what they are talking about, even if you know it is too fantastic to believe. Make-believe has a valuable place in any early childhood setting.

6. Send notes home with children often. Inform parents about what is going on with the children. Always say something positive about the child.

7. Keep plenty of plants in the classroom. Include both one that comes from home and those grown by the children.

While this teaches responsibility, the main purpose is to teach the value of life.

8. Invite parents to visit the classroom and tell the children about their jobs and hobbies.

9. Provide music in the classroom. Play the record player while the children are changing activities. Sing just to be singing. Young children love to sing and they want to hear the teacher sing. If you feel you "can't sing," it's only because someone, somewhere, sometime told you that you couldn't. What do they know? Your singing sounds good to your children and creates happy feelings.

10. Give children time. Don't gear your activities too fast for children. Be sure that every child has time to finish. There is really no hurry with preschool children. They are not aware of time. When you continually keep the slow children from finishing because you have run out of time, you are telling these children that what they are doing is worthless and unimportant.

11. Make arrangements with other teachers in school to allow older children to help the younger ones with arts and crafts.

12. Try to eliminate the word "No" from your vocabulary when dealing with young children. Instead of saying, "No, that's not right" make positive remarks; then gently guide the child toward the right course.

13. Use outside time constructively. Play games such as "Farmer in the Dell," so every child has a chance to feel important. Some time, however, should be devoted to free activities.

14. Prepare a special place where personal belongings may be kept for each child. Treat personal belongings with respect.

15. Construct small labels from white construction paper by cutting the sheet into fourths. Write WELL DONE on each. When a child finishes a task, stick a WELL DONE label on his/her clothing.

16. Refrain from intervening too soon when children have problems among themselves. Whenever possible, allow children to work out their own solutions.

17. Use the tape recorder and allow the children to record their own voices and listen to themselves. No sweeter music can the child hear.

18. Make your room attractive with bright colors and bulletin boards. Have one special bulletin board that belongs to the children and allow them to put whatever they want on their own bulletin board.

19. Share yourself with the children. Talk about your family, vacations, etc. Let the children see you as a person.

20. Share laughter with the children. Find humor in problems that arise. Really, seldom do serious problems exist for any extended time with young children.

21. Familiarize yourself with each child's background. Learn the names of the child's brothers and sisters. Find out about pets. When talking with the child, let your conversation become personal by mentioning the child's pet or perhaps calling a brother or sister by name.

22. Accept different emotions in children. Let them know that to have and express emotions is all right.

23. Assign tasks or responsibilities to the class on a rotating basis.

24. Allow the children to bring special things to school that help them to feel emotionally secure, such as a blanket or a doll.

25. Celebrate each and every child's birthday. For those who have birthdays in the summer or during school holidays, have one large birthday for all of them.

26. Allow the class to help you establish the RULES OF THE CLASS.

27. Always look directly at a child who is speaking to you, and pay absolute attention.

28. Display the children's works on the walls, in the halls, or wherever they are allowed.

29. Should a child become ill and have to miss a few days from school, help the children in the class to make a Get-Well card.

30. Model the type of behavior you expect from the children.

31. As a teacher, admit it when you make a mistake.

32. Greet each child, every day, when he/she comes into the classroom. Always use the child's name and let him/her know you are glad to see him/her.

33. Provide a rocking chair for your classroom and use it to rock children.

34. Use scatter rugs around your classroom and provide stuffed animals.

35. Express a continued sense of trust in the children. Give them a chance to know you trust them.

36. Provide plenty of unstructured activities that the children can try on their own to build self-confidence.

37. Make an opportunity to touch each of the children each day. Touch expresses love.

38. Have one cassette player with headphones in a quiet area. Supply soft, restful music to which the children can listen.

39. Play "Stump the Teacher." Let the children open a subject and allow them to ask you a question to which they know the answer. If you don't know, say so.

40. Remember always that praise promotes self learning, and criticism produces failure.

41. Avoid doing for the child what the child can do for himself/herself. Children like to do for themselves. They feel good when the teacher asks them to do something special. Having regular assignments builds responsibility and self-concept.

42. Go over your class roll after the children have left for the day, and ask yourself if you had personal contact with each child. Sometimes we have invisible children.

43. Use puppets with shy children. This allows the child to have a puppet-child relationship and removes fear of the teacher. In time, the child will overcome this fear.

44. Help your class write a weekly newspaper. Set aside some time one day a week to discuss what was done the previous week. Copy what the children say, put it on duplicating sheets and produce copies to be shared with the school and the parents.

45. Change your room arrangement. Change is always interesting. Let the children be the judge of what goes where.

46. Take pictures of the children (or class) once every six weeks, and talk about the differences between the most recent picture and the one taken previously.

47. Involve parents. Children are proud when they can say, "My mother made these doll clothes," or "My daddy made these tire swings."

48. Have a parent to help on a certain day. Let that day be the day of the child whose parent is coming. "Today is John's day."

49. Keep classroom materials where children can get them without always having to ask for puzzles, scissors, etc.

50. Start each day with a smile and a happy face no matter how you feel.

51. Choose one afternoon a week as a special time. Allow children to vote to decide what they will do. Examples might be outside activities, art activities, free reading, etc.

52. Plan a class talent show. Every child should take part and parents should be invited to attend.

53. Display the children's names wherever and whenever possible.

54. Invite the principal to visit the room and tell the children what a good class they have.

55. Build a class WISHING WELL using an old bucket. Allow the children to toss in tokens and make wishes aloud. (Much insight is gained.)

56. Make an I CAN DO IT MYSELF tree on which children can attach pictures of things they can do. Make a ceremony out of this. To construct the tree, simply use a large branch from a tree and put it in a bucket of sand and rocks.

57. Use a child's favorite name or nickname if he/she likes it.

58. Remember, every child excels at something—look for it.

59. Always capitalize on a child's strengths before working to improve his/her weaknesses.

60. Keep in mind that every child is different and no other child is like him/her in the world.

Finally, children thrive, grow, and learn in an atmosphere that is filled with love, success, and a feeling of well-being. A teacher has the power to provide for each child a good day, every day.

CHAPTER **4**

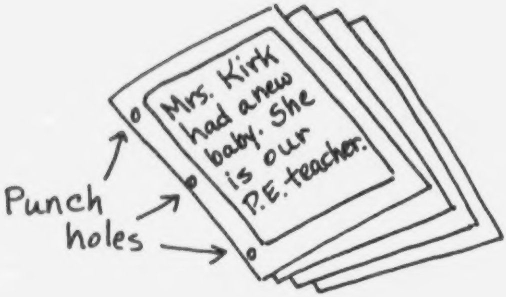
BELONGING TO A GROUP

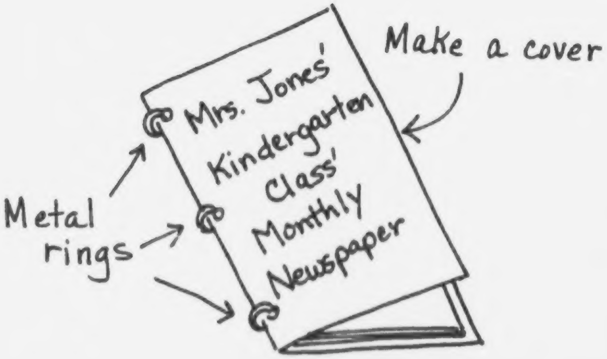
Self-concept develops in the presence of others. Children measure their own self-worth as they interact with groups of other children. Through watching the actions of others and listening to others express their thoughts and emotions, children become aware of how different other children feel and think. Children, in turn, compare their own thoughts, wishes, dreams, emotions, and actions against those of others.

In order for the child to observe and compare, the child must be a part of the majority of the group. The on-going self-evaluation is dynamic and demands interaction rather than passive observation on the part of the child. From the actions of the group as a whole, the child is able to tell that he/she fits into the group or, in too many cases, finds that he/she is different from the others and does not fit.

When children find they are different, cognitive dissonance occurs. Children must answer the question of who is right and who is wrong. One on one interaction does little to help children come to terms with this internal problem. However, when children find that they are by themselves in some aspects of behavior, they are more likely to accept the actions of the group as being correct. This can cause children to seek to change in order to fit into the group.

ACTIVITY 4.1
GETTING OUT THE NEWS


Mrs. Kirk had a new baby. She is our P.E. teacher.
Punch holes


Make a cover
Mrs. Jones' Kindergarten Class' Monthly Newspaper
Metal rings

What You Are Teaching:

1. To encourage communication in the classroom.
2. To develop in children the feeling of being an important part of a class through sharing their experiences with friends.

Materials Needed:

Pencils, felt tip markers, manila paper, glue

What You Do:

1. Discuss and brainstorm with the children ways in which daily news about the class can be shared with a large group such as a whole class or all of the school.
2. Encourage the children to come up with ideas such as a special sharing time or a news bulletin board.
3. Talk about what is involved with each idea. By discussing alternatives, the child has the feeling that he/she has some control over what is done. Also, it involves the child in problem-solving.
4. Help the children make the decision by pointing out to them that if they only want to reach the class as a whole, a bulletin board of news could be enough. However, if they intend to reach the entire school, a monthly newspaper should be the answer.
5. Have those children, who can, to write their news on a section of manila paper and pin it to the bulletin board.
6. Write, for the children who are not writing. Have them dictate their news to you, and you write it on a section of manila paper. Let the child pin it to the bulletin board.

7. Remove the "pieces of news" from the bulletin board when it becomes full. Glue the "pieces of news" to a large piece of chart paper.

8. Continue this removal of news and glue it to large chart paper for the entire month. Use as many pieces of chart paper as needed to hold the news.

9. Put the sheets of chart paper together at the end of the month. Stack the pages, with the oldest news first and continuing on to the latest news. After stacking the paper, punch four or five holes in the stack of pages at the left margin. Use metal rings in the hole or use yarn tied together through each hole to form a newspaper.

10. Place a piece of paper as a cover as the first page. Write on the cover: Mr./Ms. (teacher)'s (grade) CLASS' MONTHLY NEWSPAPER.

11. Put the newspaper in the Language Arts Center where the children can review and read everybody's news, as well as their own.

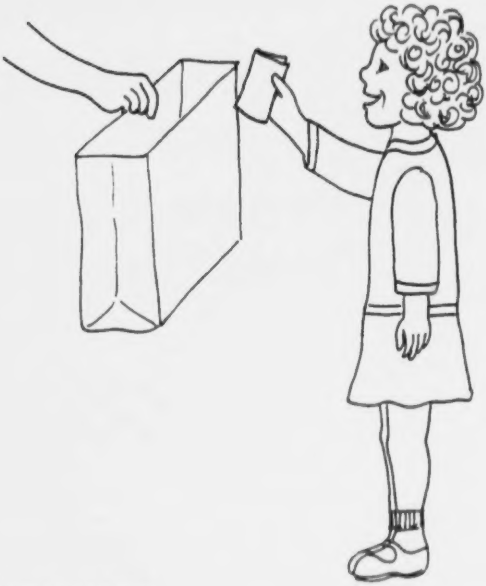
12. Practice reading from the newspaper with the children. Children, for sure, can always read what they wrote.

13. Put a small table outside the classroom door and put the newspaper on the table so that anyone in the school will have access to the news.

Reflection:

This activity, by its nature, cannot be used in a classroom where talking is not allowed. Important to repeat, language will not develop in a classroom where children are not allowed to talk.

ACTIVITY 4.2
HAPPY GRAMS



What You Are Teaching:

1. To help children relate to each other in a positive way.
2. To promote child-to-child interaction.
3. To improve locomotor skills.

Materials:

8 1/2" x 11" pieces of assorted colored paper, crayons, paint, pencils, large paper sack

What You Do:

1. Lead the children into this activity by discussing WARM FUZZIES AND COLD PRICKLIES.

2. Make the materials available, and encourage the children to design a card (fold paper in half) that would make them happy if they were to receive it from someone else.

3. Put all of the cards in a large paper sack, and then let each child draw out a card. This becomes a HAPPY GRAM.

4. Call the child's attention to the art materials again. Let them make another card designed to make children happy.

5. Have the children pick another student and put that student's name on the card.

6. Have all the children put the cards in the paper sack and tell them they may deliver them later in the day.

7. Engage the children in another activity while you quickly check the cards to make sure that each child has his/her name on at least one card. If you find that one or two of the children do not have a card, put those names on some cards you have pre-prepared for just this emergency, and put them in the sack.

8. Call the children together, and tell them it is time to deliver the cards.

9. Allow one child at a time to come and pick a card from the sack and deliver the card using a locomotor skill such as hopping, skipping, crawling, or some other motion.

Discussion:

Urge the children to discuss how it feels to receive a HAPPY GRAM from another child. Talk about how you feel when you make a HAPPY GRAM for someone else. Could you compare a HAPPY GRAM to a WARM FUZZY? What days of the year do we normally send cards to people. Why do we send them?

ACTIVITY 4.3
HAND APRON

What You Are Teaching:

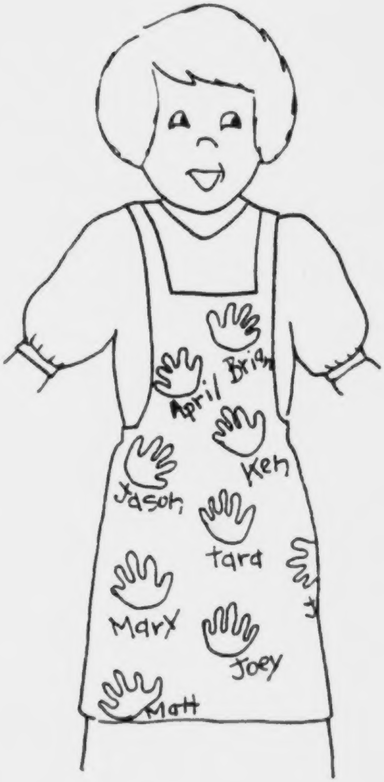
1. To learn that each child is different.
2. To realize that everyone can work together to create a joint project.

Materials Needed:

Fingerpaint paper, crayons, pencils, one or more white aprons, ironing board, iron, permanent ink pen

What You Do:

1. Help the children decorate an apron for you to wear in class that will represent all of the children.
2. Pass out paper, pencils, and crayons.
3. Have each child trace his/her handprint on fingerpaint paper.



4. Color the handprint heavily with crayon.
5. Have the children put their names beside their handprint.
6. Take up the handprints and, using the hot iron, lay the handprints, crayon side against the cloth. Iron over the print until it is transferred to the apron material.

7. Label each handprint with the child's name in permanent ink.

8. Seeing his/her name on the apron each time you wear it, the child will look for his/her handprint and be glad to tell you and others the print is different.

Discussion:

What makes the apron so pretty and so special is that everybody made it. Is there another apron in the whole world just like it? Why not? The apron would not be complete without your handprint, so your handprint is a very important part of the apron.

Reflection:

Would the apron look different if only a few people made it? Working together they can accomplish more than just a few working.

ACTIVITY 4.4
HOW TO USE ROPE

"I could pull my wagon with it."

What You Are Teaching:

1. To understand that your ideas are valuable and welcome to a group.
2. To demonstrate that everyone thinks differently and can share thoughts.
3. To develop awareness that everyone is part of a team.

Materials Needed:

A three or four foot length of rope

What You Do:

1. Gather the children together in the rug area in front of the experience chart.
2. Tell the children that you have found a piece of rope and would like them to help you find a use for it.
3. Call on different children (be sure to call on all) to share their ideas. Some ideas might be:

   I could pull my wagon with it.

   I could use it to tie up my dog at night.

   I could make a swing with it.

   I could tie it to my lunch box and my wrist so I wouldn't lose it.

   We could use it for a jumprope.

4. Copy all ideas down on the experience chart, such as "Martha says, 'We can use the rope as a jump rope.'"
5. Help the children make a book called WAYS TO USE A ROPE by Mr./Ms.______________________'s Kindergarten Class.
6. Place all suggestions on a ditto, and make copies for the children to take home. Each child will see his/her own name and suggestion and realize that his/her contribution is just as important as anybody else's.

Discussion:

Children will learn that their ideas are just as important as anybody else's and that they can make a contribution. The teacher should point out that it would be very hard for one person to be able to think of so many different uses for an object; but by sharing together, the team can have many more ideas than just one person.

Reflection:

As mentioned earlier, depending on the age of the child, this is often a difficult activity, and some teachers are puzzled. At this age, young children are egocentric, some more than others. Being egocentric, children are unable or unwilling to hear or accept what others say. To the child, what he/she is thinking is the only way it can be done. Children are not yet ready to accept the fact that other children may have ideas that are different.

ACTIVITY 4.5
PICTURE TREE

What You Are Teaching:

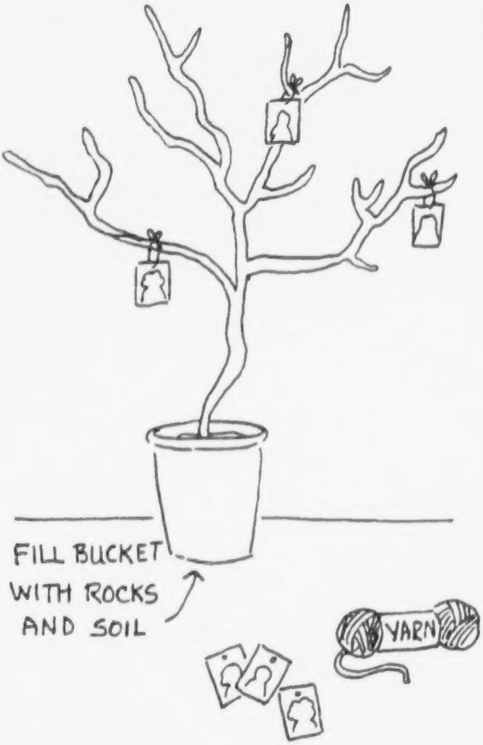
Pride in self as part of a group.

Materials Needed:

Large branch from a tree, bucket, soil, rocks, spray paint (silver or gold), photograph of each child.

What You Do:

1. Take the tree branch outside and help the children spray on the color.
2. Allow the tree to dry.

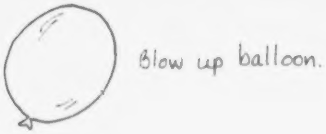

FILL BUCKET WITH ROCKS AND SOIL
YARN

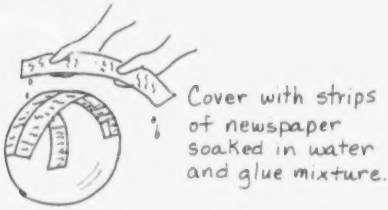
3. Secure the bottom of the branch in the bucket using rocks and soil.
4. Use ribbons or yarn to tie a photograph of each child to the tree.

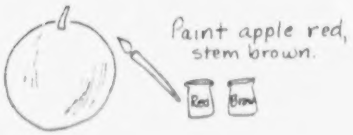
Discussion:

Have the children take turns naming the people whose pictures are on the tree. Ask the children if there is a picture of the whole group. Ask a child to volunteer to define what a "group" is (a group is a number of people who meet together for a common purpose). Ask the children if their class is a group. Talk about how groups get together to work, and usually each member of a group has a responsibility to the group. Allow different children to tell what their responsibilities are. Ask the children what happens if a member of the group doesn't meet with the group. Who will do what the child was responsible for doing?

ACTIVITY 4.6
THE GOOD APPLE AWARD


Blow up balloon.


Cover with strips of newspaper soaked in water and glue mixture.


Paint apple red, stem brown.
Red
Brown

Present the award.

What You Are Teaching:

1. To learn to recognize nice traits and habits in others.
2. To express thanks to others.

Materials Needed:

Large balloons; shredded paper; glue; red paint; brown paint; narrow, flexible stick about 4" long

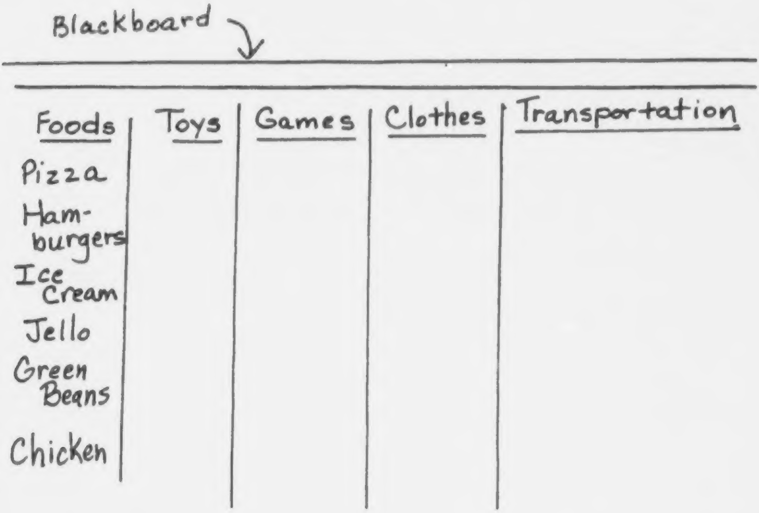
What You Do:

1. Help the children to make a paper mache apple.
2. Blow up a big balloon and tie it tightly.
3. Allow the children to cover it with strips of newspaper soaked in a mixture of 1/3 water and 2/3 glue.
4. Put on several layers of the soggy paper. Then put the flexible "stem" on the apple with glue and add a few more layers of the glue/water soaked newspaper.
5. Allow the balloon to dry.
6. Let the children paint the apple red and the stem brown.
7. Explain to the children that they will call this apple the GOOD APPLE AWARD.
8. Present it to people who have helped the class or have been good to the class.
9. Choose a new person to receive the award every two weeks and rotate the apple every two weeks.
10. Consider these people to receive the award: the principal, one of the cooks, a parent volunteer, another teacher in the school, the bus driver, or anyone else who has contributed to the class.

Discussion:

Explain to the children that using the Good Apple Award is something a lot of businesses, clubs, and other groups do. Have the children help you to come up with a way to decide who will get the Good Apple Award. List the different suggestions the children make on the chalkboard. Include all of the suggestions. After the children are through with their suggestions, discuss each one. Finally, have the children vote on each suggestion. Write the final list so that the children will know the means for determining to whom the award will be presented each time.

ACTIVITY 4.7
THE GROUPING GAME



Foods	Toys	Games	Clothes	Transportation
Pizza				
Hamburgers				
Ice Cream				
Jello				
Green Beans				
Chicken				

What You Are Teaching:

1. To understand that we can belong to a large group and to a small group at the same time.

2. To demonstrate that people are different.

Materials Needed:

Old magazines and catalogs, scissors, glue, construction paper

What You Do:

1. Ask the children to help you make a list of things they like.

2. Seat the children on the rug in front of the blackboard.

3. Write these categories on the board: FOODS, TOYS, GAMES, CLOTHES, TRANSPORTATION.
4. Tell the children that you are going to write on the board the things they tell you that they like and that everybody will talk about one group at a time.
5. Call out and point to the word FOODS. Ask the children to tell you what their favorite foods are.
6. List the foods the children have said.
7. Continue this discussion with the other three groups on the board, getting answers from the children and writing the answers on the board.
8. Have the children look in magazines and catalogs for pictures of the items listed on the board. Work on one category at a time, maybe one category a day. Copy the list for use at another time.
9. Instruct the children to cut out pictures of the things they like that are listed on the board.
10. Pass out construction paper and glue, and ask the children to glue each picture they find on a piece of construction paper.
11. Pointing to one category on the blackboard, tell the children that you will point to one of the words. If a child has a picture of that item, or if he/she likes that item but could not find a picture of it, please stand up. If one does not have a picture, please remain seated.

Discussion:

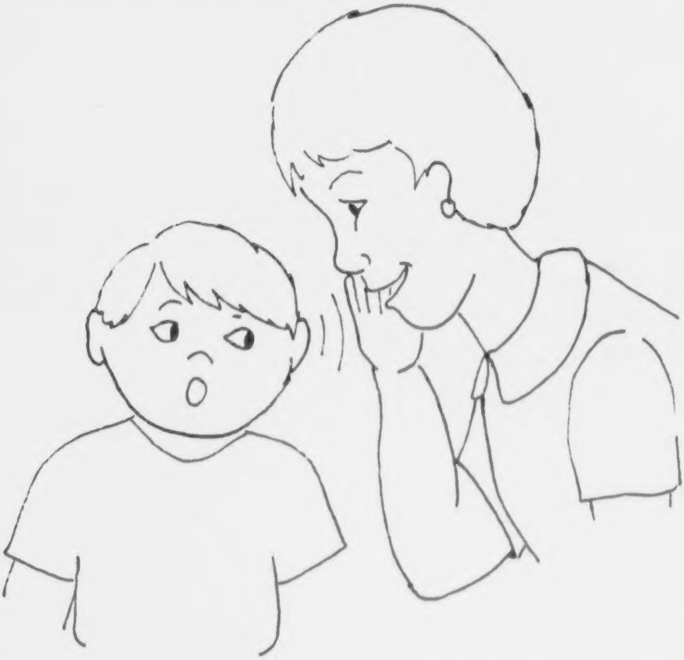
Talk about how some children like one thing, while other children do not. Suggest that all of the children who like a particular item are a small group but still belong to the big group (the class). Discuss how many small groups can be within the big group. Talk about how people can be different in other ways. List the children's responses. Ask the children to try to think what it would be like if all the children liked the same thing. Say to the children, "Think what it would be like if:

> Everybody wore the same type clothes.
>
> Everybody wore the same color clothes.
>
> Everybody would want the same thing for lunch everyday.
>
> Everybody would want to play the same games.
>
> Everybody would bring the same snacks to school.
>
> Everybody would answer the teacher the same way.
>
> Everybody would talk about the same things all the time."

Reflection:

Isn't it nice that people are a little different from each other?

ACTIVITY 4.8
WE ALL BELONG TO A GROUP



What You Are Teaching:

1. To belong to a common group.
2. To practice listening skills.
3. To develop language skills.

Materials Needed:

A large, empty portion of the room

What You Do:

1. Stand in the center of the room and direct three children to make a circle around you.

2. Form a ring around these three by having five children encircle the teacher and the three students.

3. Continue until all the children are in one of the circles, forming a ring.

4. Whisper something in the ear of one of the children in the first ring. The teacher waits for that child to whisper in the ear of the second child in the first ring.

5. Whisper in the ear of the third child in the first ring. The second child waits for that child to whisper to one of the children in the next ring.

6. Continue until each child has heard the message from someone and has passed it on to the child next in the ring.

7. Have the children face each other discuss what they heard.

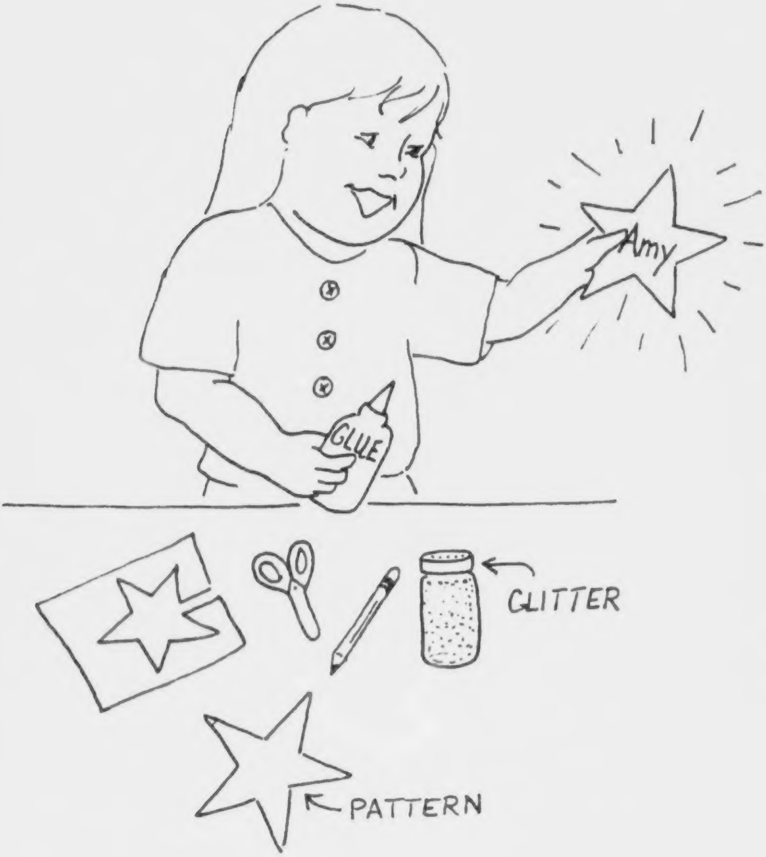
Discussion:

Lead the conversation about how it feels to belong to a group where all are friends. Ask the children if they know why you suggested this little game (seldom will the first comment be correctly passed from child to child without changes). Why is it important that we always listen carefully to what others say? Was everybody discussing the same things when the game was over?

Reflection:

When someone tells you something, the thing that is being told is important, and we should show the person talking that we think that person is important by listening carefully.

ACTIVITY 4.9
WE ARE ALL STARS


Amy
GLUE
GLITTER
PATTERN

What You Are Teaching:

1. To encourage behavior that will win approval from others.
2. To practice using small muscle control.

Materials Needed:

Construction paper, scissors, thumb tacks, felt tip markers, gold stars, glue, glitter

What You Do:

1. Allow the children to trace and draw a star, using a pattern that is approximately 4" x 4".
2. Whenever necessary, help the children to outline their names on their stars with glue.
3. Allow the children to sprinkle glitter on the glue names.
4. Display all the stars around the room on the walls.
5. Put a gold star on the child's star whenever that child does something nice for someone else.
6. Be sure all children receive a star at least once a week.
7. Observe carefully—every child will do something nice.

Discussion:

Ask different children to explain why they feel like they should help someone or do something nice for someone (a child may need help with this answer). Have the children try to remember how other people have helped them to do something they couldn't do. How did it make them feel? Have the children list as many ways as they can think of how they may be helpful to someone else. List the ways that the children suggested on an experience chart. The ways do not always have to be limited to the school. The children may include ways they can be of help at home. Help the children each select and write or dictate five ways they can help others from the list on the experience chart. Discuss ways that the children may use this list.

ACTIVITY 4.10
WELCOME BACK

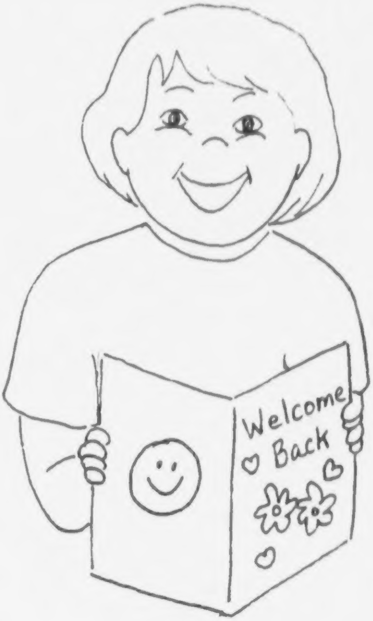
What You Are Teaching:

To give each child a sense of belonging in a group.

Materials Needed:

Odds and ends of art materials to make a greeting card, white paper, crayons, envelopes

What You Do:



1. Encourage the children to make a "Welcome Back" card for a child who has missed more than a day or two of school.
2. Make "Get Well" cards for children who have been absent for several days.
3. Help the children with writing or with making up verses.

Example:

We know you are sick
and don't feel good.
Hurry up and get well.
Come back like you should!

4. Have all the children help decorate a large card and sign their names to the card.

5. Deliver the card to the child's house after telephoning and letting the parents know that you are coming by.

Reflection:

An important message to communicate is for young children to know that they are missed by their group of friends. This knowledge motivates the child to attend school and helps develop positive feelings for school. Another important aspect is for young children to learn to be courteous and to let the children who miss school know that the class members miss them.

Discussion:

The making of cards is an excellent time to discuss other courtesies that are often forgotten. Discuss Thank You cards for gifts at Christmas and birthdays, Birthday Cards, Grandparents Cards (first Sunday in September). Many of these gestures are being lost as our society becomes hurried.

CHAPTER 5

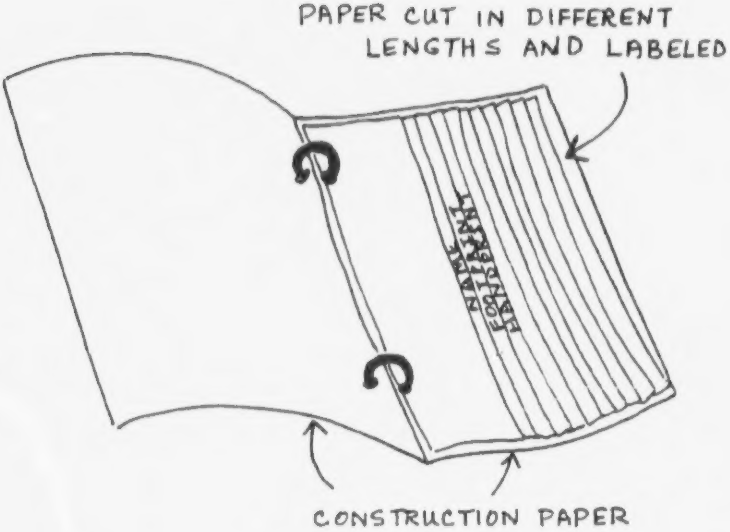
BOOKS ABOUT MYSELF

For children to continue to build on the healthy self-concept that is developing when they enter school or, for some children, to begin to make changes in a developing poor self-concept is essential for children to know themselves. Unfortunately, not all children see themselves as individuals. Sometimes children come from homes that are so authoritative that they were never afforded the opportunity to see themselves different in any way from the other members of the family. Children who are never allowed self expression, never allowed to contribute to family decisions, and never asked for their opinion, soon learn that they do not count for much as a person.

In order for the healthy self-concept to develop, children must see themselves as individuals with thoughts, emotions, and actions that are unique to them, and know that it is all right to be different. They must learn that all people are alike in many ways, but also different in many ways. In other words, they must learn that they are important and that their feelings are important to others.

A successful way for children to do this is to make books about themselves and their likes and dislikes. This gives children an introspection about themselves. Sharing their books with others and having a chance to share other children's books about themselves allow children to compare themselves with others and become aware of their own strengths and the strengths of others.

ACTIVITY 5.1
MY VERY SPECIAL BOOK


PAPER CUT IN DIFFERENT LENGTHS AND LABELED
NAME
FOOTPRINT
HANDPRINT
CONSTRUCTION PAPER

What You Are Teaching:

To feel special about oneself.

Materials Needed:

Construction paper, plain white paper, paper cutter, felt tip markers, hole punch, metal rings, yarn, crayons

What You Do:

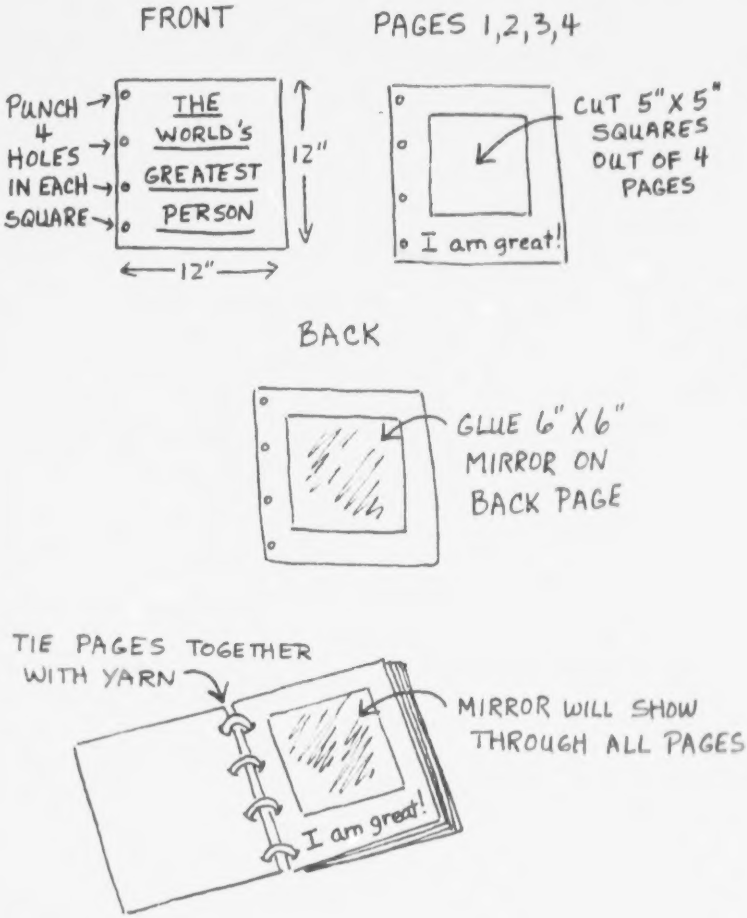
1. Cut 8 1/2" x 11" construction paper in half crosswise.
2. Use two pieces of colored construction paper and nine or ten pieces of white paper to make the book.
3. Separate the colored paper from the white paper.
4. Measure to see that you have stacks of colored paper and of white paper that are 4 1/4" x 5 1/2".
5. Set the colored paper aside.
6. Follow these instructions to make one book, then adapt the directions to help the children in making their books.
7. Separate the white paper into nine or ten stacks.
8. Using the paper cutter, the teacher should cut 1/4" off the end of the first stack; 1/2" off one end of the second stack; 3/4" off the end of the third stack.
9. Continue with all ten stacks, increasing the amount trimmed off by 1/4" for each stack.
10. Cut one of the two pieces of colored construction paper equal to the shortest page; the other colored sheet equal to the back.
11. Help the children stack the books together with graduated lengths of pages. Name the book on the front: MY VERY SPECIAL BOOK.
12. Title the pages on the exposed ends. On each page put special things such as name, handprint, footprint, favorite food, etc.
13. Stack the pages, together with the colored front and back, so the graduated white sheets are in between the covers.

14. Punch holes in the left-hand end and insert metal rings or tie with yarn to make a book that will lay flat when it is opened.

Discussion:

We are all alike in so many ways, but we are also different in many ways. Many of us like different things. Some of us can do things that others might not like to do. We can write down things about ourselves, and others may read about what we like and how we are different from them.

ACTIVITY 5.2
SEE MYSELF BOOK


FRONT
PUNCH 4 HOLES IN EACH SQUARE
THE WORLD'S GREATEST PERSON
12"
12"
PAGES 1,2,3,4
CUT 5"X 5" SQUARES OUT OF 4 PAGES
I am great!
BACK
GLUE 6"X 6" MIRROR ON BACK PAGE
TIE PAGES TOGETHER WITH YARN
MIRROR WILL SHOW THROUGH ALL PAGES
I am great!

What You Are Teaching:

To show respect for one's own self.

Materials Needed:

Posterboard or tagboard, hole punch, razor blade or very sharp knife (for teacher), mirror 6" x 6" (for each child), yarn, felt tip marker, glue

What You Do:

1. Cut from posterboard or tagboard six 12" x 12" squares.
2. Cut a 5" x 5" square out of four of the squares.
3. Glue the mirror in the center of one of the uncut squares.
4. Punch four holes in one edge of each square.
5. Place the squares on top of one another with the square holding the mirror becoming the back of the book and the sixth square that is uncut becoming the front of the book.
6. Tie the squares together to make a book.
7. Title the book: THE WORLD'S GREATEST PERSON.
8. Write on the first page, "I am great"; on the second page, "I am special"; on the third, "I am smart"; and on the fourth, "Everybody likes me."
9. Have the children read THE WORLD'S GREATEST PERSON and watch their faces as they see themselves in the mirror when they turn the last page!

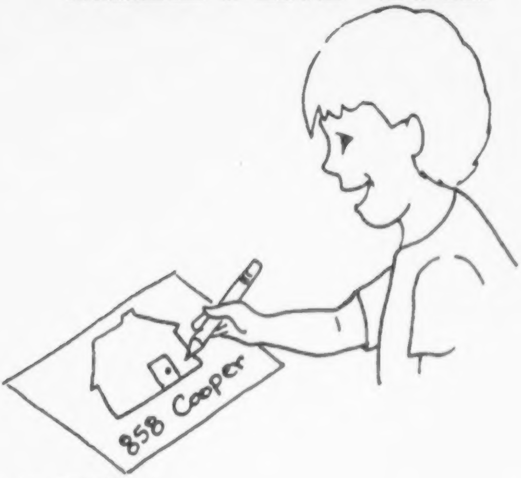
Discussion:

Talk to the children about how they feel when they read the book, THE WORLD'S GREATEST PERSON. Were they surprised? Did they recognize themselves when they first looked at the book? What if the mirror had not been there? Would they still have known the book was talking about them?

Reflection:

Hopefully, for young children this will reinforce what they already think about themselves. During the developmental process in young children, all are egocentric and feel they are the center of the world. If they come from a warm supporting environment, they should already feel that they are the most important person in the world. As children begin to decenter, as has been mentioned, they need a lot of reinforcement to continue this feeling.

ACTIVITY 5.3
"WHERE I LIVE" BOOK



What You Are Teaching:

1. To learn home address.
2. To become aware that other people have other addresses.

Materials Needed:

Construction paper; plain white paper; glue; scissors; old magazines; stapler; simple pattern for the front of a house, a trailer, an apartment, and/or a duplex.

What You Do:

1. Help the children act out the story *This Is The House That Jack Built.*
2. Talk about how some people live in houses, some in apartments, some in trailers.
3. Encourage each child to tell his/her address.
4. Copy the addresses on the experience chart.

5. Let the children trace or draw a picture of the front of their home. Then put the address on the dwelling and display it on the wall.

6. Help the children make individual books. Fold one piece of construction paper in half, using one-half for a front and one-half for a back. Include several pieces of plain white paper for pages.

7. Staple the book together along the folded edge.

8. Encourage the children to label different pages as different rooms in their home.

9. Give the children old magazines. Let them find pieces of furniture, cut them out, and glue them on the page that represents that room.

10. Call the book "WHERE I LIVE BOOK" and place their book in the Reading Center.

Discussion:

Another thing that makes people different is where they live. People have different rooms in their homes. Some families may have a special room where they keep their TV and call it a "den." Others may want to keep their TV in the living room, the bedroom, or the kitchen. For people to be different is all right. Everyone shouldn't try to be the same.

CHAPTER **6**

BUILDING SELF-CONCEPT

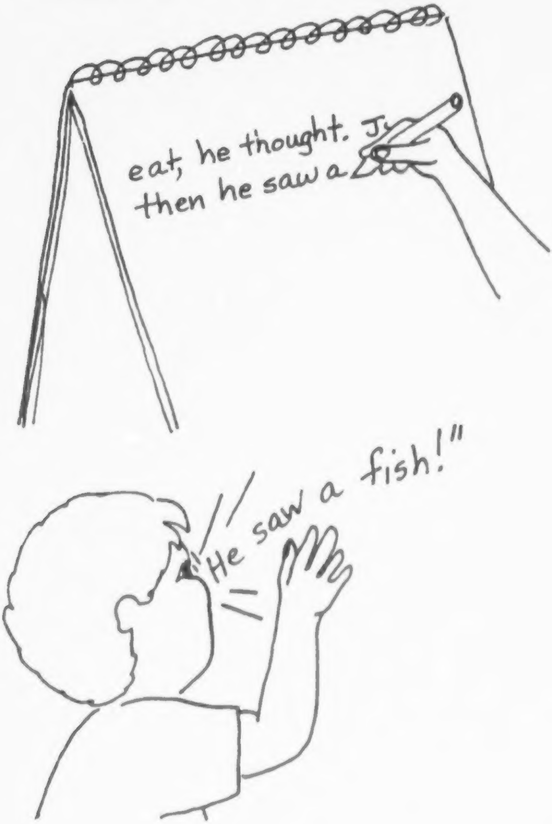
Teachers of young children should be aware that building a healthy self-concept in the child is the most important contribution he/she can make. Hopefully, most teachers are aware of this. It is just as important and maybe more so than language arts or other fundamental subjects.

The early grades in the young child's life serve as bridges from learning at home and a continuation of that learning at school. This learning must take place in an atmosphere much like the home. The early grades should be places of warmth and comfort, places filled with love. Only in such an atmosphere will the learning continue, providing success for the child and building within the child the concept that school is a good place. Learning is important, and the child is fully competent of mastering whatever he/she puts his/her hand to doing.

Children who do not develop these concepts will do poorly as they proceed through the grades. A very large percent will drop out of school physically or be turned off to future learning.

While building the self-concept, we develop within the child creativity, self respect, recognition of strengths and weaknesses, acceptance of differences in others, the value of personal contributions, recognition and expression of positive truths, kindness toward others, and finally to treat others as they would like to be treated. Education is a lifelong process and the value of learning and incorporating these traits into a healthy self-concept cannot be overemphasized.

ACTIVITY 6.1
ADDING TO A STORY


eat, he thought. J
then he saw a
"He saw a fish!"

What You Are Teaching:

1. To build self-concept through success.
2. To make even a small contribution so important that without it a task may not be completed.
3. To learn that one's contribution is important no matter how small.

Materials Needed:

None, if done verbally; pencil and paper if written.

What You Do:

1. Give a basic start to a story. Then allow for additions to be given by the children.
2. Call upon the children to add whatever they feel should come next.
3. Continue until all the children have had a chance to add their parts to the story. Example:

   Jimmy Bear was walking in the woods.
   Jimmy knew it was lunchtime because he was hungry . . .
   I wonder if I could find something to eat, he thought. Just then he saw . . .

4. Write the story on the experience chart if the story is composed verbally. Each child will then have a copy of his/her contribution.

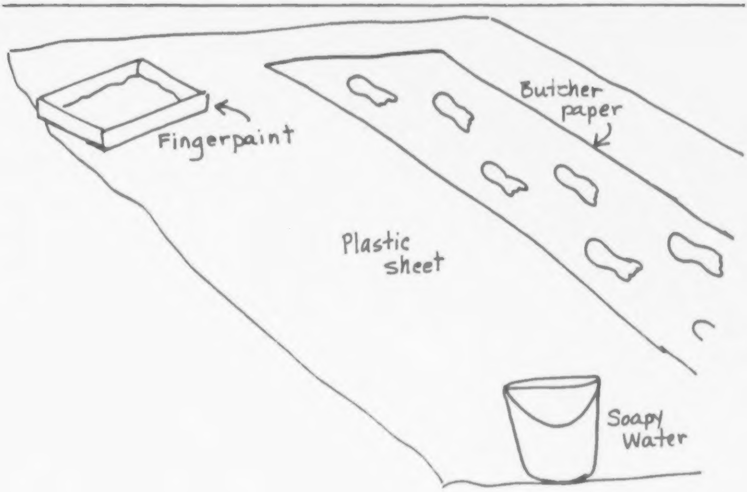
Discussion:

Discuss how the story would not have been completed without the help of each child.

Reflection:

Sometimes you may feel that what you have to contribute to a task being completed or worked on is not important. Sometimes the part that you add can be the part that is needed to complete the task.

ACTIVITY 6.2
ALL OF OUR FEET


Fingerpaint
Butcher paper
Plastic sheet
Soapy Water

What You Are Teaching:

1. To build self-concept through tactile stimulation.
2. To explore the senses.
3. To compare likenesses and differences.

Materials Needed:

Regular fingerpaint, powdered detergent, butcher paper, plastic sheet, bucket of warm soapy water, paper towels

What You Do:

1. Mix fingerpaint and powdered detergent in a large flat pan.
2. Spread a plastic sheet on the floor to protect any rug areas.
3. Lay a large sheet of unrolled butcher paper on the plastic sheet. Unroll the paper for each child.
4. Place the pan of warm soapy water at one end of the strip of paper and the pan of paint at the other. Paper towels should be available.
5. Have the children take off their shoes and socks. The teacher should take off his/hers, too.
6. Stand with bare feet in the shallow pan of paint and make some comments about how the paint feels on your feet.
7. Step out of the pan and walk on the butcher paper to the end. The teacher will put one foot at a time in the soapy water, which will remove the detergent-paint mixture, and dry the feet.
8. Write your name on the sheet of butcher paper. Then move it aside to dry.
9. Unroll another length of butcher paper, and have the children follow the same procedure as the teacher.
10. Help with the children may be provided by any parent volunteer in the classroom.
11. Pin the dried strips of butcher paper to the walls of the classroom.
12. Have the children examine the different footprints to reveal many differences (some feet large, some feet small, differences in width, length and shape).

13. Use the dried "footprints" paper in several ways.

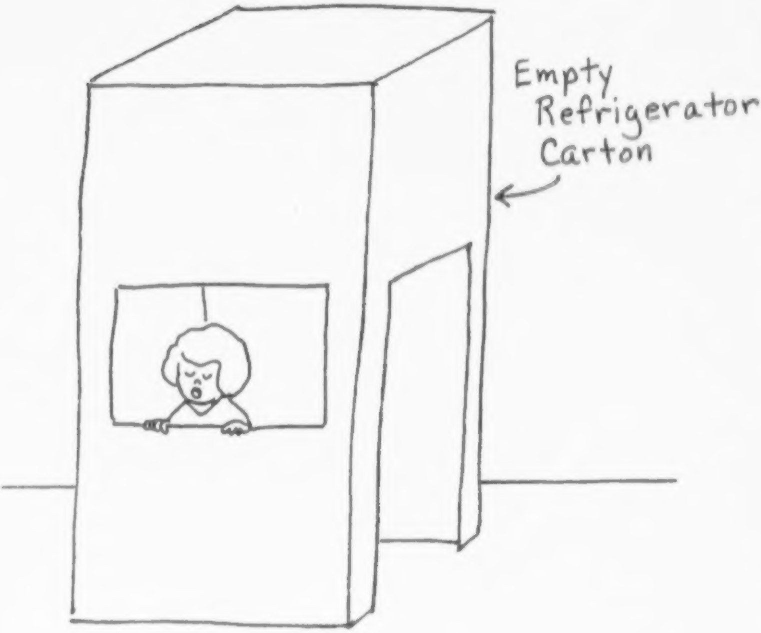
14. Cut one foot from the paper and frame the foot with construction paper to take home.

15. Encourage the children to write and tell stories about the experience.

Discussion:

Talk with the children about how the paint felt on their feet and toes. Very likely none of the children have had this experience before. How did the paint feel when it squirted between their toes? Did it feel like stepping in wet mud? Depending on what science concept you are teaching, the discussion also could go into fossil footprints. Allow the children to express their feelings about the experience. Many colorful words could emerge. Discuss with the children that they all have feet and they all made footprints. What were some of the likenesses and differences among the footprints of classmembers?

ACTIVITY 6.3
CREATIVE SELF-IMAGE



What You Are Teaching:

1. To develop a positive self-image through creative dramatics.
2. To learn to show creativity through the use of sociodramatic play.
3. To develop social studies skills.

Materials Needed:

Large refrigerator packing box, stove carton, or other large-sized box; paint and other decorations; cutting tools

What You Do:

1. Help the children cut doors and windows in the cardboard box(es).

2. Let them paint the boxes with tempera paint in any way they like.

3. Use the boxes as homes, schools, stores, churches, or anything the children want.

4. Allow the children to use the boxes in dramatic play and act out a role they would like to.

5. Plan for individuals or groups of children to be able to put on puppet shows or other entertainment they think is interesting.

6. Encourage the children to make up their own shows or to act out a favorite T.V. show or book.

7. Collect costumes and other props that the children may need.

8. Supply the children with equipment they feel is necessary.

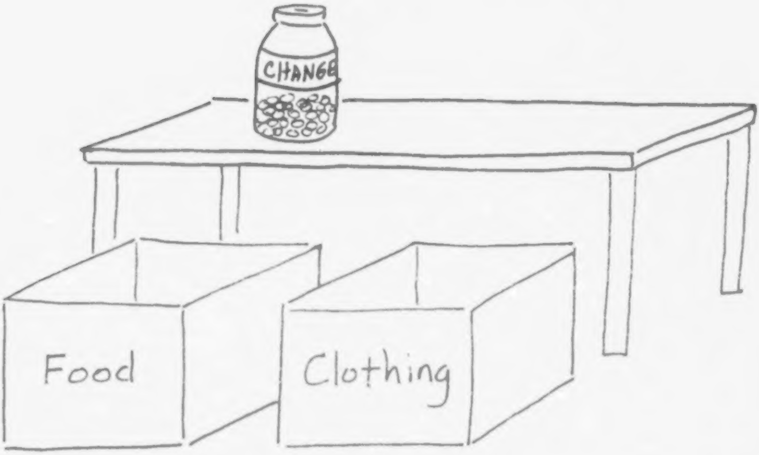
Discussion:

Encourage creative dramatics by talking and asking questions about certain situations or books the children have read or have had read to them. Ask questions such as, "How do you think ___(character)___ looked?" "What do you think ___(character)___ did?" Most often creative dramatics is spontaneous and frequently takes place in the Home Center. Here you find children acting out situations found in their homes or environment. Whenever possible and requested, teachers should join in the children's play. The teachers should abide by the children's rules and not attempt to add rules. Socio-dramatic play is a great opportunity for the teacher to receive greater insight about the children in his/her class.

Reflections:

When young children engage in dramatic play, they "become" the person in the activity. Children do not consciously play a part. The children riding the fire truck are really firemen. They have taken on the role of fireman and are not merely acting. The situation becomes real in every sense of the word.

ACTIVITY 6.4
GIVING WITHOUT RECOGNITION



What You Are Teaching:

To develop good feelings by doing for others without seeking recognition for one's contributions.

Materials Needed:

Jars, boxes, other suitable containers

What You Do:

1. Have the children invite the school Social Worker in to discuss (using no names) people or families that could use help in the areas of food, clothing, money, or others things.
2. Collect tangible items such as clothes and food and have the children bring them to school to put in a special container.

3. Ask other classes in the school if they would like to contribute as well.

4. Collect money by bringing in change and putting it into a jar. A fund-raiser like selling candy bars might be considered.

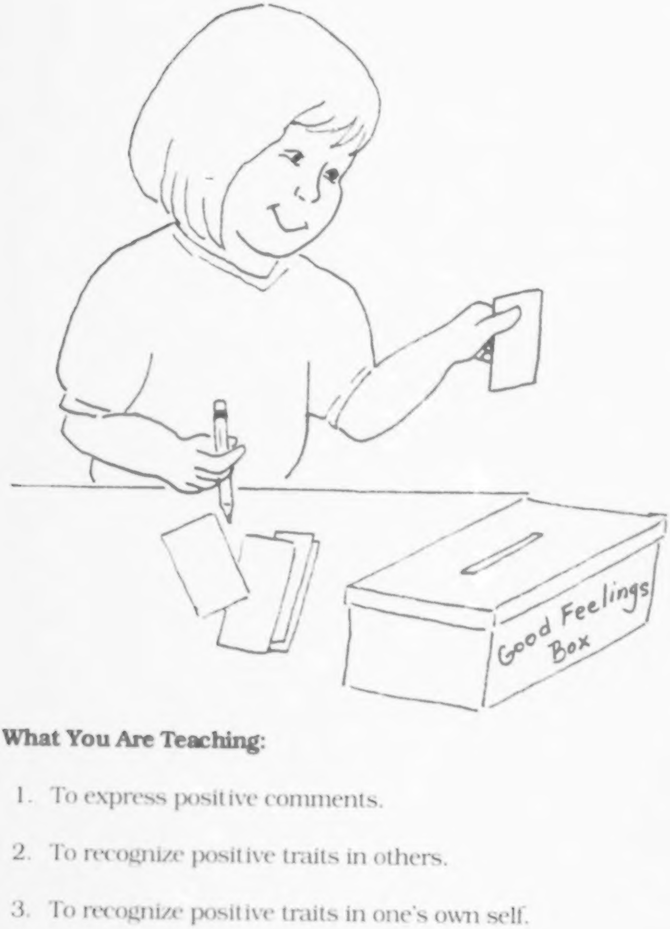
5. Turn the results of the project over to the Social Worker to be given to a needy person or family.

   NOTE: A real growth in self-concept results in helping a needy person simply because he/she has a need. When children are able to give without knowing to whom they give or without expecting reward for their efforts, decentering is taking place. As a child continues to decenter, self-concept feedback activities and comments must be positive.

Discussion:

Have the class talk about the things that are necessary for all of the children in the class to have so they can grow and learn in school. Discuss such things as a place to live, food to eat, clothes to wear, pencils, and paper to write on, etc. What if they didn't have these things? What if the clothes they had were too worn out to wear to school? How would it make you feel if someone helped you out? Talk about how much more difficulty is encountered when one family helps another family by themselves than if several people can contribute enough to help another family.

ACTIVITY 6.5
GOOD FEELINGS BOX



What You Are Teaching:

1. To express positive comments.
2. To recognize positive traits in others.
3. To recognize positive traits in one's own self.

Materials Needed:

A shoe box, colored construction paper, pencils and/or felt tip markers, many 2" x 3" slips of white paper

What You Do:

1. Have the children help you cover the shoe box with colored construction paper and cut a 3" slot in the top.

2. Arrange the box on the table along with the paper slips and writing materials.

3. Explain to the children that this box is to hold messages that ***compliment*** other children or themselves.

4. Tell the children they are free to write positive (nice) things about themselves or others and put them in the box.

5. Choose one day of the week to empty the box and read the positive comments.*

   **(The teacher should review the comments the night before to be sure all the comments are positive. Especially review to be sure that all of the children are represented, even if some additional comments must be added.)*

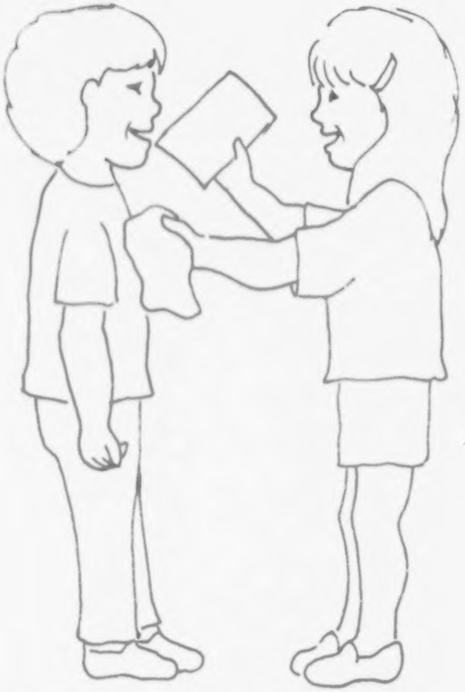
Discussion:

Sometimes others can see things about us that we don't see ourselves. A person feels good when others say nice things about him/her. When we feel real good about ourselves, we should tell others.

Reflection:

Since others see us when we do nice things, they also see us when we do things that are not nice. We want others to see us doing nice things.

ACTIVITY 6.6
GREAT CHILD WASH DAY



What You Are Teaching:

1. To help children relate to their peers in a positive way.
2. To become aware of good words and behaviors.
3. To develop feelings of importance.

Materials Needed:

Old rags

What You Do:

1. Introduce this activity by talking with the class about ways to make people happy. Include words of praise, words of affection, words of encouragement, friendly actions, and inviting gestures.
2. Write on the experience chart or chalkboard, the words and points that are brought out by the children.
3. Make a master copy of all the words, actions, and gestures brought out by the children and run off copies for all the children and some extra. Post one copy on the wall.

4. Pass out to the children their copies and tell them this is their "detergent."
5. Give each child a clean rag to go along with their detergent.
6. Explain that the class will set up a CHILD WASH CENTER in the classroom and will clean and polish all the children. Go on to explain how the CHILD WASH works. The children will form two lines facing each other armed with their detergent (copy) and their wash rag.
7. Have one child at a time go through the CHILD WASH. As the child walks slowly between the lines, each child will add some detergent (good things from the copy or made up on the spot) by saying something nice about or to the child while touching the child with the polishing cloth.
8. Emerging children will have been cleaned and will come out sparkling from being polished.
9. Wash and polish about three children a day until all have been cleaned.

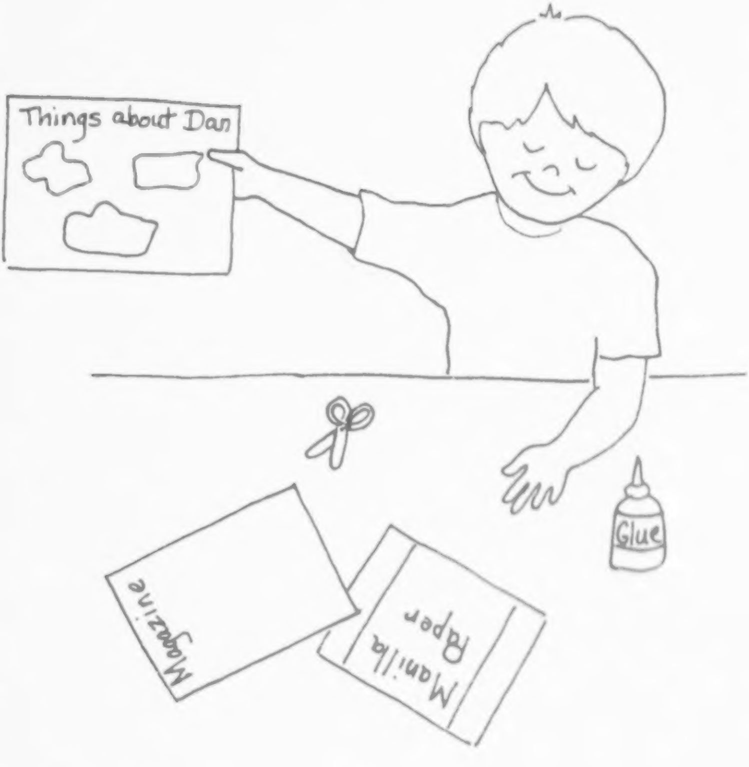
Discussion:

Each day, have the children who have been washed express how they feel (with the teacher's help through prompting). After all the children have been washed, discuss in a large group how they feel after having received so many good strokes. Explain that ***strokes*** are good things that have been said about you. Wouldn't you feel better to receive some strokes every day? Do you feel good after giving strokes? Talk about how everybody should try and give someone a stroke or two a day.

Reflection:

For some of the children, looking for something nice to say about a person will be a new idea. Some children come from an environment that doesn't consider this to be important.

ACTIVITY 6.7
LOOKING FOR ME


Things about Dan
Magazine
Manila Paper
Glue

What You Are Teaching:

1. To understand why people are important.
2. To understand that special things about people make everyone important.

Materials Needed:

Magazines, manila paper, scissors, glue

What You Do:

1. Talk with the children about how everyone is different.
2. Have two or three children stand in front of the class and let different children point out ways they look different.
3. Encourage the children to look through magazines for pictures of things they like or of things they like to do that might make them different from someone else.
4. Have the children cut the pictures from the magazines and glue them on the manila paper.
5. Have the children write or dictate their name at the top of the manila paper and label the paper THINGS ABOUT _____(name)_____.
6. Encourage the children to share their papers in small groups and find things that different children have in common.
7. Suggest that each child share with the other children in the group one special thing he/she can do well that the child feels makes him/her important.

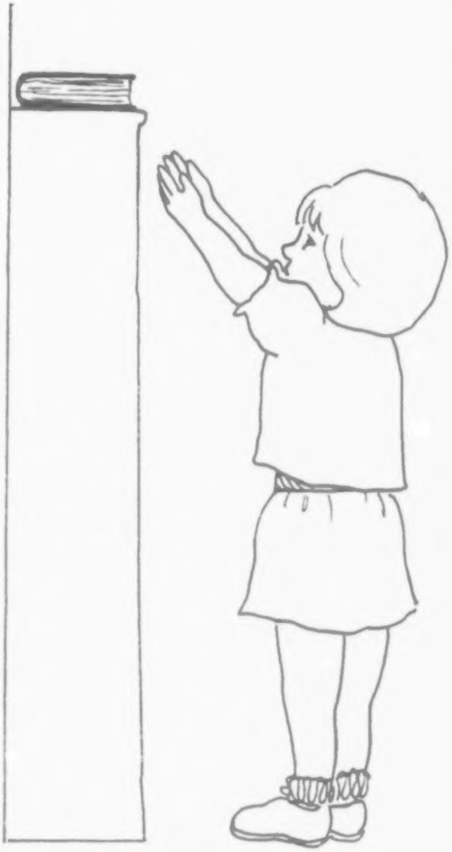
Reflections:

Every child has one or more special things of which he/she is unaware. One big factor that causes one to be unaware of his/her own strengths is a poor self-concept. Parents, teachers, and others, by continually working on what they perceive to be weak areas, can keep the focus on these areas. Often doing so will reduce a healthy self-concept and/or prevent the foundation of a positive self-concept. Not enough time is spent celebrating the specialties of the child. Every effort to call attention to strengths or talents should be made.

ACTIVITY 6.8
MAY I HELP YOU?

What You Are Teaching:

1. To display kindness.
2. To use words to express ideas.
3. To correlate unit context with words to develop a healthy self-concept.



Materials Needed:

Posterboard, old magazines and catalogs, glue, scissors

What You Do:

1. Talk with the children about how everyone helps each other.
2. Ask a child to go over to a shelf (that is too high) and get an item to bring to you.
3. As the children notice that the shelf is too high, ask the child, "May I help you?"
4. Help the child to reach the item.

5. Discuss how people can help each other.

6. Ask the children to look in the magazines and catalogs to find pictures of people helping each other.

7. Cut these pictures out and construct a poster called PEOPLE HELPING EACH OTHER.

8. After making the poster, talk about how families help each other.

9. Discuss how they feel after helping another member of their family.

10. Read the children some riddles about helping, such as

    a. The baby is too young to talk. She stumbled and fell when she tried to walk. How could you help?

    b. Mother said, "I've had quite a day. Is there another time we could play?"

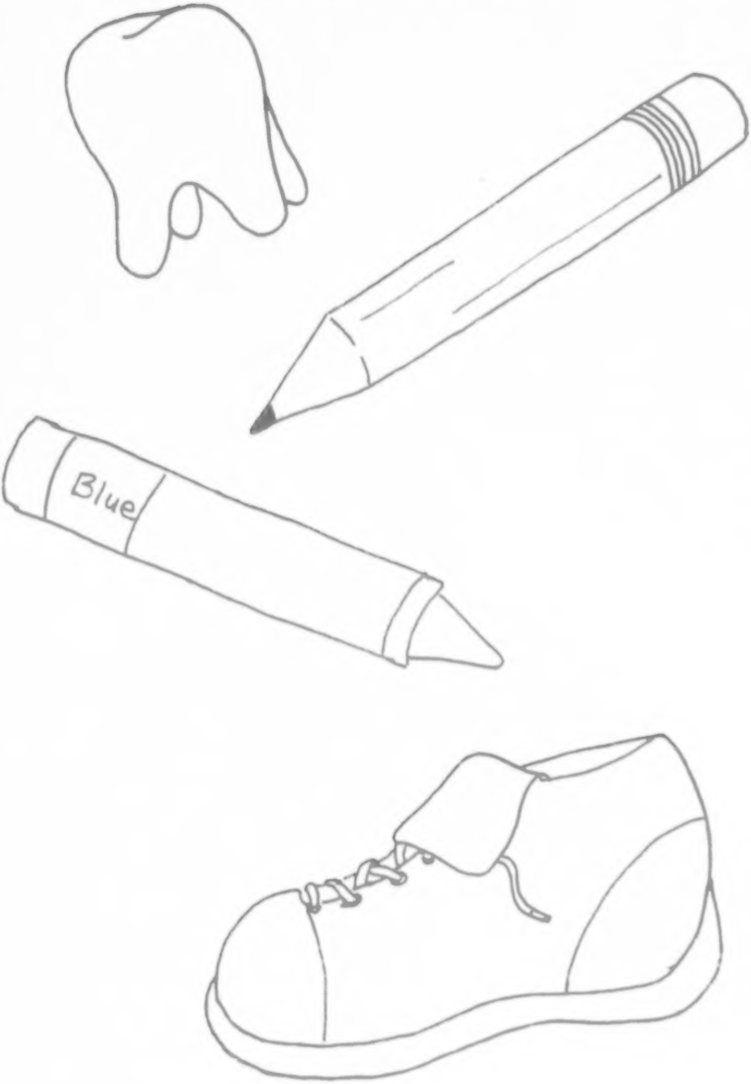
11. Ask the children to draw pictures of themselves helping their families. Help the children construct a class book using these pictures and naming the book HOW WE HELP AT HOME.

12. Put a copy on display in the classroom library and a copy in the school library.

Reflection:

Most everybody needs help to do some things. When we need help to do something, and somebody helps us, it makes us feel good about that person. When we help others, it makes others feel good about us. We should always look for ways to help other people.

ACTIVITY 6.9
SUCCESS' BOARDS



What You Are Teaching:

1. To provide opportunities for special recognition.
2. To build self-esteem through success.
3. To demonstrate that all children are different.

Materials Needed:

Posterboard of different colors, scissors, felt tip markers

What You Do:

1. Cut a large tooth, a large crayon, a large pencil, and any other shapes that represent accomplishments or special skills from the posterboard.
2. Explain to the children that when they lose a tooth, you or they will put their name and date on the large tooth; when they can write their name, they will put their name and the date on the large pencil.
3. Explain any other skills you have chosen to document.
4. Promptly follow through with each child when the skill has been mastered.

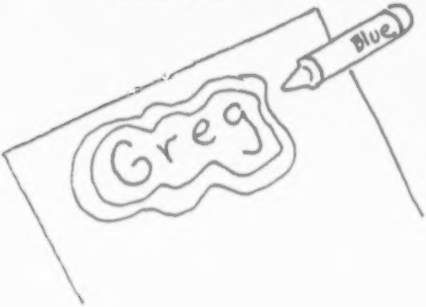
Discussion:

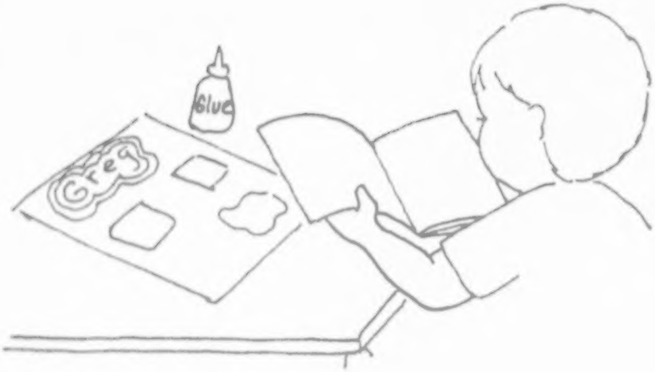
Explain to the children that the posters represent events that may take place (like the losing of a tooth) and skills they will learn during the year. Tell them they will learn during the year. Tell them they will be able to keep a record of these things by writing their name and the date on the right poster.

Reflections:

Be sure to point out that everybody is not going to learn the same thing at the same time. Everybody is different and things happen to their bodies at different times as they grow. Being the first one to do something is not as important as just being able to do it.

ACTIVITY 6.10
THINGS I DO WELL





What You Are Teaching:

1. To make others aware of what a child can do.
2. To increase pride in self.

Materials Needed:

Manila paper (large size), magazines, scissors, glue, felt tip markers, crayons

What You Do:

1. Prepare in advance a large sheet of manila paper with the child's name at the top. Do this for each child.
2. Give each child the sheet of paper with the his/her name on it.
3. Have the children outline their names with crayons.
4. Help the children find pictures of children coloring, pictures of crayons, or something else related to coloring in a magazine.
5. Have them cut the pictures out and glue them to their manila paper.
6. Tell them that now everyone can see that they know how to color.
7. Tell the children to think of other things they know how to do.
8. Ask them to find pictures in magazines at school or at home of the things they can do so they can glue them to their posters.

Discussion:

Many children know a lot of things that they can do. Most children, however, can do a lot more than they realize or think about (example: tie shoes, zip clothes, run fast, sing). Allow each child to sit in a chair with the other children seated on the floor. The child in the chair may ask, "What do you think I know how to do?" As different children contribute answers, copy what the children say to the child in the chair. (REMEMBER ALL DISCUSSION MUST BE POSITIVE.) Later discuss with each child what you heard the other children say. Help the child decide what he/she would like to include on the manila paper poster.

ACTIVITY 6.11
TIE MY SHOE

What You Are Teaching:

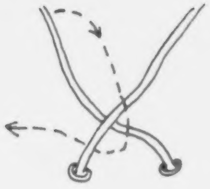
To be able to tie a shoelace.

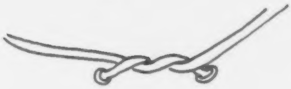
Materials Needed:

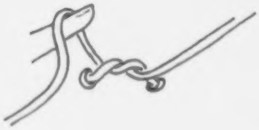
Old shoe with laces, nails, hammer, board

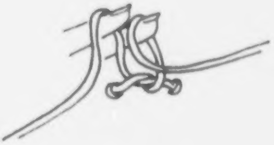
What You Do:

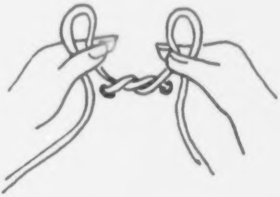
1. Hold one end of the shoelace in each hand.
2. Lay one end of the shoelace across the other to make an "X."
3. Bend the top shoelace over and under the other lace.
4. Hold one end of the shoelace in each hand again.
5. Pull the laces snug against the shoe.
6. Make a loop in the left shoelace by bending the shoelace over the "pointer" finger of the left hand.

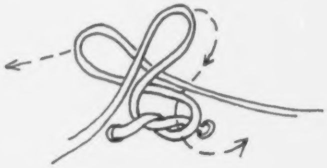












7. Make another loop in the right shoelace by bending the lace over the "pointer" finger of the left hand.

8. Place the loop in the right shoelace on top of the loop in the left hand.

9. Bend the top loop around and under the bottom loop.

10. Bring loops together and bend the loop in the right hand over and under the left loop to make a bow.

Explanation of Principle:

Often the objectives of the early childhood classroom are based on expectations rather than on principles of child development. This being the case, many teachers ***assume*** that many of the basic skills (including tying a shoe) have already been taught to the young child. In reality, however, many children entering school early have not yet learned to tie, zip, button, and other self-care activities. The responsibility of teachers of young children is to teach these skills. Each new self-care activity that the young child learns and is recognized for learning, builds onto the child's healthy self-concept.

ACTIVITY 6.12
YOU CAN DO IT!

What You Are Teaching:

To create an environment where children can succeed.

Materials Needed:

Open space

What You Do:

1. Practice singing these words to the tune of "I'M A LITTLE TEAPOT":

   These are the things that I can do;
   And I know you can do them, too.
   I can jump and I can hop,
   I can spin just like a top.
   You've seen the things that I can do,
   Now let's see you do them, too.

2. Begin with one child as leader and have the class members sing the song and the leader to perform some activity (hop, jump, lie down, skip, leap, clap, crawl, etc.).
3. After the leader does the activity, have all the children do the same activity.
4. Choose a new leader and have the first leader to now become a follower.

Discussion:

Some children are better at doing one thing than they are another. Some can hop better than they can crawl. What do you do best of all? Probably you like to do the things that you do well best of all.

Reflection:

Different people are better at different things. Everybody has something that they are best at doing. Somebody else might be better than you at doing some things they like to do but you are better than some others doing some other thing.

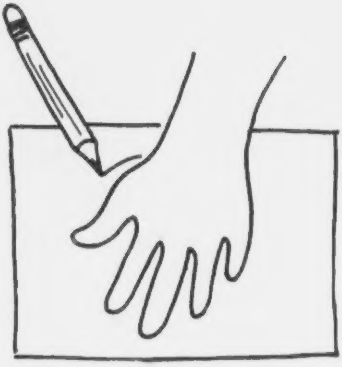
ACTIVITY 6.13
WATCH ME DO IT

What You Are Teaching:

1. To help children realize their potential.
2. To help children gain self-confidence.

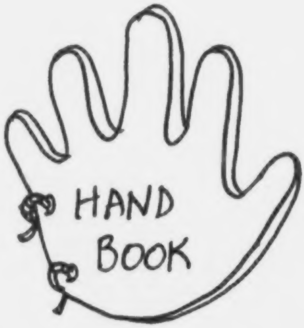
Materials Needed:

Plain white paper, pencils, crayons, hole punch, yarn, construction paper, magazines, glue, scissors



What You Do:

1. Seat the children in a circle on the rug.
2. Tell the children that you think you are a good cook.
3. Ask the children to think about some of the things they are good at doing.
4. Start with the child on your left and have the child name one thing he/she is good at doing. Continue around the circle, asking each child.



5. Try to have each child name two things and then a third thing they are good at doing.

6. Have the children take turns looking through magazines to see if they can find pictures of people doing things that they do well.

7. Instruct the children to cut the pictures they find from the magazine.

8. Pass out the construction paper and plain paper.

9. Show the children how to trace around their hands and cut them out.

10. Help the children trace around their hands two times on construction paper and five times on plain paper and cut them out.

11. Use the two construction paper hands as the front and back of a HAND BOOK and put five plain hands between them as pages.

12. Allow the children who have found pictures illustrating what they do well to glue them in their books, one picture to a page. Have the children write or dictate a sentence about the activity.

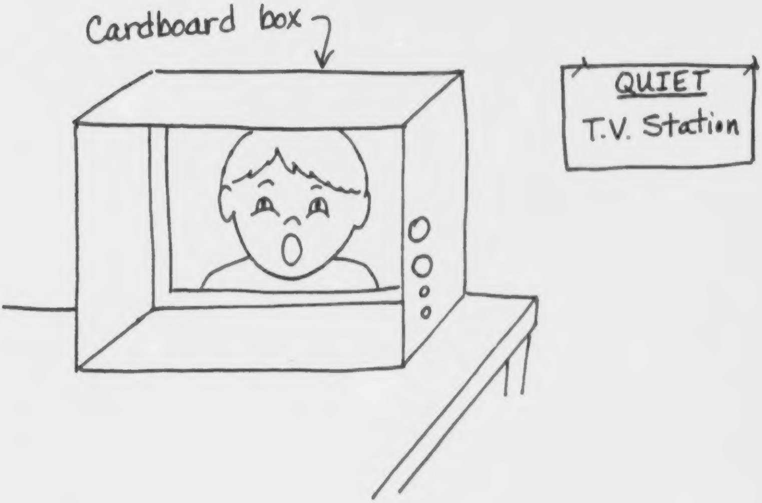
13. Encourage those children who were unable to find illustrations to draw a picture about the things they do well. Have them write or dictate a sentence about their drawings.

14. Have the children come together again and decide what to name their book. Write down suggestions and then have the children vote.

Discussion:

Before beginning this activity, a recommended procedure would be to talk to the children about the things they do well, especially young children. Discuss things that children do but would not think about such as brushing their teeth, combing their hair, or tying their shoes.

ACTIVITY 6.14
WHAT WILL YOU PAY FOR ME?



What You Are Teaching:

1. To help children develop a positive self-image.
2. To develop creative thinking.

Materials Needed:

Sheets of 10" x 15" poster paper, crayons, felt tip markers, brushes, paint, scissors, magazines, newspapers, glue, large cardboard box with the bottom cut out

What You Do:

1. Prepare the class by asking them about their favorite commercials on the television channels they watch.

2. Talk about why people advertise things on television and in the newspapers.

3. Tell the children they are going to spend the next few days preparing advertisements and commercials to sell ***themselves!***

4. Divide the class into teams of three so they may discuss what they are doing and give each other suggestions.

6. Monitor the children as they work (primarily in the Art Center) and give suggestions and help. The T.V. needs a screen and paint.

7. Select a certain time of the day for the children to use to "air" their commercial or display their magazine ads.

8. Prepare, with the children's help, three props for them to use: a television (a box on the table with the open bottom [top] end pointed toward the class) where a child can speak through the make-believe T.V.; a radio studio that consists of a table, chair, and microphone; and an empty area where the children can play (News Stand) and read his/her advertisement as they act out their parts.

9. Invite another class in to see the children sell themselves.

10. After each performance, ask the children to make suggestions to the child about additional things he/she might have said.

11. Allow the children to make books about their experiences or write about their experiences in their journals.

Reflections:

Seldom does anyone ask a child to try and review all the good things about himself/herself and also to get positive feedback from other children. Often comments (positive only) from other children indicate to the child positive areas of which the child is unaware.

CHAPTER 7

COOKING A SELF-CONCEPT

When children enter school, they are thrust into a totally different environment, one that has many unfamiliar demands which children seek to accept. The incongruence often produces stress in children and causes them not only to question their abilities, but also to carry these doubts back into the home.

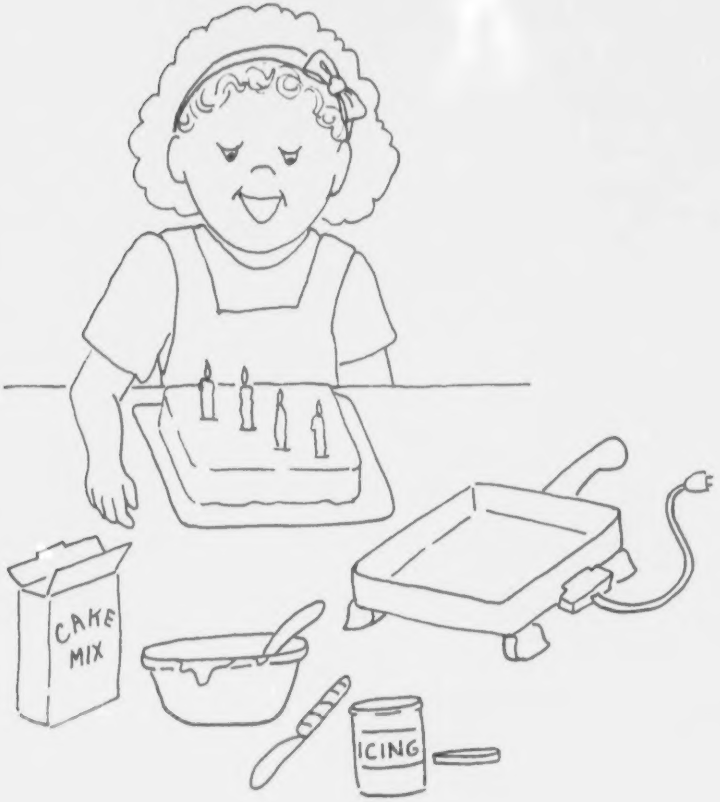
As a result of Headstart, much research on young children indicated to educators the importance of structuring the school environment and activities for children to reflect the home.

Cooking activities in the classroom can be very useful during this developmental phase. Not only is cooking a very big part of the child's home life, but it also cuts across cultures which makes the activities bi-cultural. Children engaged in cooking activities are also engaged in non-fail situations.

Much insight is developed in children as they see the result of their contributions. Using cooking activities allows the child not only to relate to the home, but also allows the child to understand the sameness between individuals.

Another advantage that comes from using cooking is the actual learning that is taking place. Children, who have been told by older siblings and sometimes by parents that school is a hard place where they will be subjected to all kinds of hard work, find that they are learning reading, math, science, and other subjects while having fun. All of a sudden school becomes a place that is no longer scary.

ACTIVITY 7.1
BIRTHDAY PARTY



What Are You Teaching:

To make a birthday a special time for a special person.

Materials Needed:

A package of cake mix, the egg and butter called for on the box, candles, frosting, Polaroid camera

What You Do:

1. Make each child's birthday a very special occasion.

2. If a child's birthday does not fall within the calendar year, let the child choose another date to celebrate the birthday. Help them to choose the same date as their real birthday but in another month, hopefully one that does not coincide with another child's birthday.

3. Put out the ingredients and allow the children to help mix the cake batter.

4. Place the batter in a greased electric skillet and bake.

5. After the cake is done, allow the birthday child to frost the cake.

6. Put candles on the cake and allow the child to blow them out.

7. Take a picture of the child blowing out the candles.

8. Display the picture on the bulletin board or on the wall.

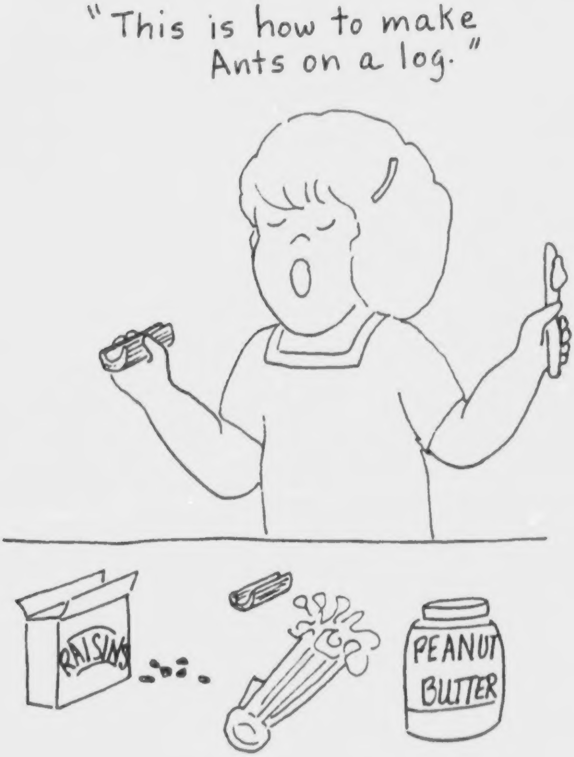
Discussion:

Talk about what a birthday means. It is a celebration that you have grown one year older. Does everybody have a birthday? Discuss how your birthday is special because maybe nobody else in the class has your same birthday. Or maybe there is just one other person who has the same birthday as you have.

Reflection:

An absolute essential is for the teacher to find out immediately when the children in his/her room have their birthdays. If the teacher misses a child's birthday, it has a great effect on the child, because the child feels he/she is not as important as the other children.

ACTIVITY 7.2
COOKING SELF-CONCEPTS


"This is how to make Ants on a log."
RAISINS
PEANUT BUTTER

What You Are Teaching:

1. To develop self-confidence with activities.
2. To develop self-worth with activities.

Materials Needed:

Children's simple no-cook cook book; the ingredients for a recipe. You may call on parents for the ingredients.

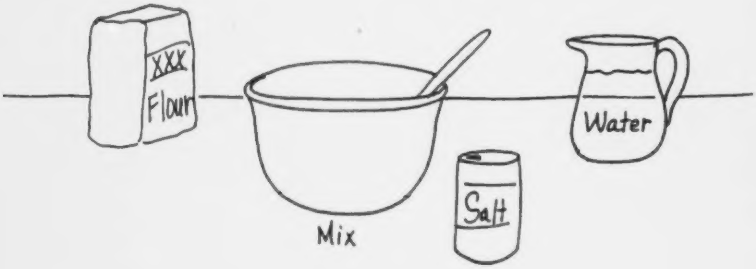
What You Do:

1. Allow one child to lead the class in a cooking activity each week.
2. Select the activity and discuss it with the child's parents.
3. Send the cooking activity home with the child so the parent may have the opportunity to share in the activity.
4. Offer to furnish the ingredients; however, most parents will insist that they do so.
5. Ask the parent to practice with the child at home to insure success at school.
6. Let the child lead the cooking activity on the "big day."
7. Invite the parents to come to school that day to share in their child's success.

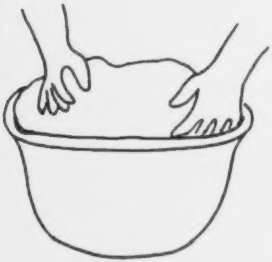
Discussion:

Discuss with the children the steps that were necessary for the cooking activity. Encourage questions about any step in the making of the snack. Talk about the importance of measuring the ingredients for the recipe. Call attention to the changes in the ingredients as they are mixed. Review with the children all the steps involved in preparing the snack. Write the steps on the experience chart as the children verbalize them. Copy the complete recipe, along with the necessary steps, onto a duplicating master and make copies. Make copies for each of the children and one for the class COOKBOOK. Some children may want to make and keep a "Cookbook" for themselves.

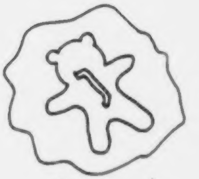
ACTIVITY 7.3
ORNAMENTS ON THE TREE


XXX
Flour
Water
Salt

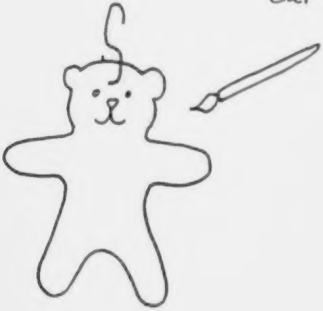
Mix



Knead



Cut out



Bake and Decorate

What You Are Teaching:

1. To develop pride in accomplishments.
2. To learn to share accomplishments with others.

Materials Needed:

Flour, salt, paint (Tempera), ribbons, yarn and other decorations, glue, plastic knives, toaster oven, large bowl, foil, cookie sheet, paper clips

What You Do:

1. Show the children several different kinds of cookie cutters, jar lids, etc., that might be used as a design for the ornament. Ask for their suggestions.
2. Mix, in a large bowl, four (4) cups of flour, two (2) cups of salt, and one and three quarters (1 3/4) cups of water.
3. Allow the children, taking turns, to mix and knead the mixture in the bowl for at least five minutes.
4. Let the children pat out their "dough" into flat pieces.
5. Allow them to choose a cookie cutter, a knife, or other design and cut out their decoration.
6. Place the ornament on a piece of aluminum foil for easy handling.
7. Add features or decorations to the ornament before it is baked.
8. Be sure the added-on dough is very thin and can "stick" on by painting it on with water.
9. Insert a bent paper clip through the top of the ornament.
10. Place foil-backed ornaments on a cookie sheet and bake in a toaster oven (CAUTION MUST BE MAINTAINED WITH THE HOT OVEN).

11. After the ornaments are baked and cooled, decorate them using a variety of art media.

12. Paint the ornament first and allow it to dry.

13. Make sure all children have put their names on the backs of their ornaments.

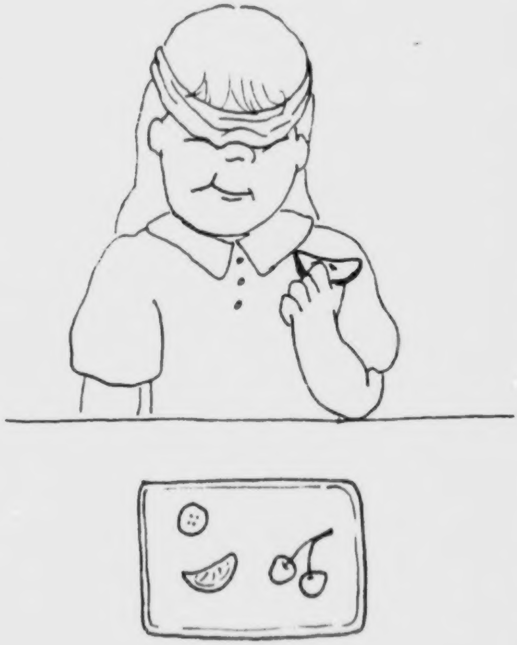
14. Spray the completed decoration with hair spray and let it dry.

Discussion:

Which kind of ornament would the child like to see on a Christmas Tree, one that was bought at the store or one they had made themselves? Why? Discuss with the children how they made the dough they used for the ornaments. Ask questions about why the different ingredients were used. Why do you need water? What does water do? (It allows you to mix the flour and salt together into a mixture.) Talk about the word mixture. Ask for examples of mixtures (dry Tempera and water for paint). Can you mix everything or will some things not mix? Put some cooking oil and water together in a jar, shake it and then let the children see what happens. Have a child mix two colors together. What was the result? Talk about why different children decorated their ornaments differently. Why don't all of the children decorate their's the same way? How many children planned to make their ornaments look a certain way and how many just used different things to see what it would look like?

ACTIVITY 7.4
WHAT AM I TASTING?

What You Are Teaching:



1. To become aware of one's own self and likes and dislikes.
2. To learn to describe by taste.
3. To practice use of the senses.
4. To develop small motor control.

Materials Needed:

Fruits (apple, orange, lemon, grapefruit, cherries, banana, and/or any other fruits in season), vegetables in season, plastic serrated knives, plastic forks, plastic bowls, very large bowl

What You Do:

1. Seat your children in small groups at tables.
2. Put some fruits and vegetables and plastic silverware on table.
3. Have the children cut up the fruits and vegetables and put them into bowls.

4. Put all the fruits and vegetables into one large bowl when the children are finished cutting them up.

5. Taking turns, have each child close his/her eyes and pick up a piece of fruit or vegetable and taste it.

6. Have the child describe the taste, texture, etc., and guess what the food is that he/she is tasting.

7. Let each child have three or four turns.

8. Let each child hold his/her nose the last time they taste.

Discussion:

Talk to the children about how we use our sense of taste to identify things. Explain that the senses work together and not separately. For example, ask them if holding their noses so they could not smell while they tasted made a difference in the way things tasted. When they were tasting things, did anything taste good as long as they didn't know what it was and then taste bad after they found out what it was? Did anyone find out that something tasted good that they had always thought would taste bad because of the way it looked?

Reflection:

Sometimes we form opinions about things without ever trying. You can limit yourself because you ***think*** you can't do it, so you never try. Everybody should always try something before they say they can't do it or say they don't like it. We never can know how successful we can be unless we try.

CHAPTER 8

LEARNING NEW BODY PARTS

A child's actions are based on the perceptual world view which is essential in understanding and thereby enhancing self-concept. This view is a developing factor that increases as children become more and more knowledgeable about themselves and the world around them.

Very important to what this author refers to as a world view includes knowledge about one's own self. Knowledge of one's self includes names of body parts and how these parts are used. It has been found that knowledge about how children appear to others and the children's physical view of themselves are not things often considered in the homes from which the children come. Research by this author revealed that many children entering school can not identify themselves from a photograph of an entire group.

One of the first challenges children face in school is physical competition which involves use of the body and body parts. Knowledge of body parts and how one uses these parts is central to knowledge of one's own self. This knowledge of "one's body," its parts and how they work, besides being useful in developing world view, is extremely important for academic achievement as well. Academic achievement and its relationship to a healthy self-concept can no longer be questioned.

Finally, knowledge of one's body parts and how they can and should be used, gives a child a degree of mastery over his/her world while, at the same time, frees the child to make decisions about when and how to react to situations developing in the world of the child.

ACTIVITY 8.1
BACKWARDS DAY

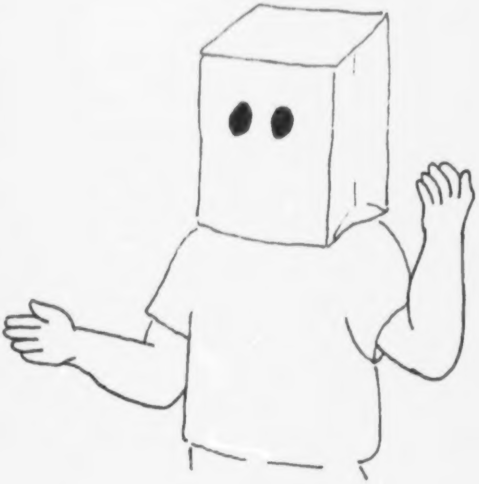
What You Are Teaching:

1. To help children observe others.
2. To help children realize that the way we dress says a lot about us as people.
3. To become aware of body parts.
4. To understand how we dress for different seasons.

Materials Needed:

Children's school clothes, large paper sacks, scissors

What You Do:



1. Tell the children that often we recognize someone by what they have on and not by the way they act or what they do.

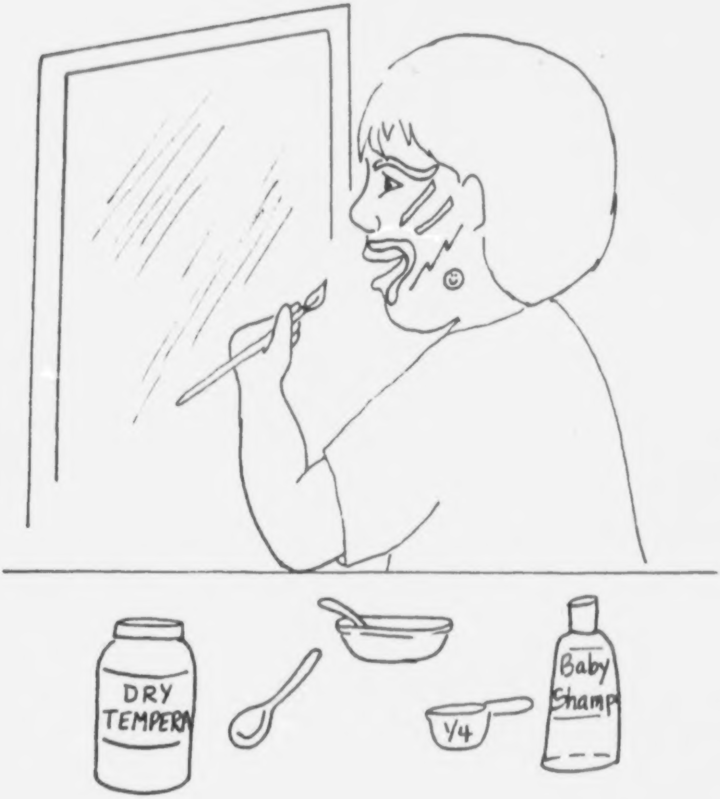
2. Tell them that tomorrow they will dress differently.
3. Explain that you would like everyone to come to school with their clothes on backwards.
4. Have the children look at each other the next day while in small groups.
5. Allow the children to try activities like bending down, jumping up and other activities that will be difficult to do with the clothes on backwards.
6. Pass out large paper sacks and have the children cut out eyeholes.
7. Encourage the children to put the sacks over their heads and then take turns identifying each other.

Discussion:

To develop a self-concept, first a child must know about his/her own body. Children must learn how they look, the body parts they have, and how well they can use them. Children need to develop the idea that other people notice these same things about them and also form opinions about them by the clothes they wear (not the price of the clothes). *Backwards Day* will help the child to understand how body parts work because wearing clothes backwards will restrict movement of some body parts that they have just taken for granted.

Children will discover that they have more difficulty in recognizing each other when dressed backwards (with a sack over the head) because they have come to expect certain children to dress in certain ways. Dressing backwards also gives each child special attention.

ACTIVITY 8.2
DRAW MY BODY


DRY
TEMPER
1/4
Baby
Shamp

What You Are Teaching:

To become aware of one's own body.

Materials Needed:

Full length mirror, body paint

What You Do:

1. Let each child stand in front of the mirror.
2. Help the child trace the outline of their body on the mirror.
3. Watch the child as he/she discovers that the outline changes as they try to trace their image!
4. Allow the children to paint their faces or paint each other's faces.

Recipe for Body Paint:

2 tablespoons of dry Tempera paint
1/4 cup of baby shampoo
Stir thoroughly

Wipes off with a damp cloth and will not stain.

Discussion:

Talk with the children about body parts and how they work. Ask the children to kiss their elbows! Talk about the limitations of the parts of our bodies. Ask the children about ways to take care of their bodies. Discuss hygiene and care of the body. Ask the children why one child can run much faster than another one when they are the same size. Talk about practicing to improve the use of our bodies. Ask the children to identify those parts of our bodies of which we might not take real good care, because we don't see them all of the time (teeth, washing our backs, keeping our scalp healthy, inside our ears, behind our ears)?

ACTIVITY 8.3
FACES, FACES

What You Are Teaching:

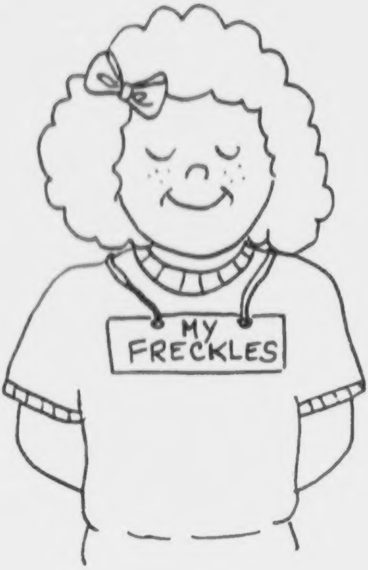
1. To recognize body parts.
2. To compare body parts.
3. To observe body parts.

Materials Needed:

Mirrors, colored paper, felt tip markers, yarn, chalk, chalkboard, hole punch

What You Do:

1. Pass out mirrors to the children.
2. Pair the children so they can examine their own faces and their partners.
3. Discuss facts about faces with the children.
4. Have the children touch the features of their faces as you discuss them.
5. Put a hanging mirror at the front of the class.
6. Encourage the children to come forward and examine their faces and find something about their faces that they particularly like. (The shy child may need some help.)
7. Write the name of the particular feature that the child likes on the board.



8. Suggest that the child face the class and have other children tell what they like best about the child's face.

9. Write the most often mentioned feature on the board. Copy these facts down.

10. Help the children make signs to hang around their necks by punching holes in strips of construction paper and stringing the sign with yarn.

11. Write, or help the child to write, the thing that the child likes best about his/her face and also what the class likes.

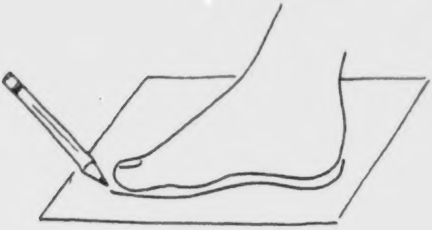
Extend This Activity:

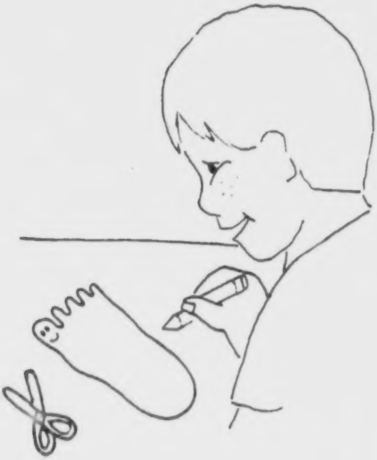
Since the class will be dealing largely with the senses when discussing the features of the face, engage the children in various sensory activities as the day progresses.

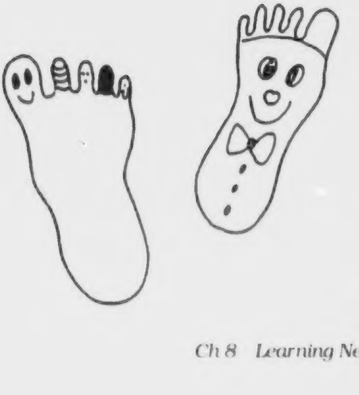
Discussion:

How do the children decide what they like about faces? All faces are like in many ways and in many ways they are different. How does your face make you different from other people? What do you like about your face? In what way or ways, if any, do you wish your face was different?

ACTIVITY 8.4
FEET PICTURES







What You Are Teaching:

1. To observe the use of body parts.
2. To develop creative art.
3. To demonstrate differences in people's body parts.

Materials Needed:

Different colored construction paper; crayons; felt tip markers, pencils; scissors

What You Do:

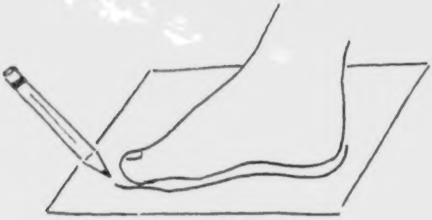
1. Instruct the children to take off their shoes and socks.
2. Demonstrate how the children should put their feet on a piece of construction paper and trace around the feet with a pencil.
3. Cut the feet out carefully cutting between the toes.
4. Have the children compare their feet while in small groups: different sized toes, wide feet, narrow feet, flat feet, etc.
5. Provide freedom in the Art Center for the children to make their feet "special" by making FEET PICTURES. Some suggestions might be making each toe a different color; make each toe a separate person by drawing on clothes and faces.
6. Display the pictures on the wall.

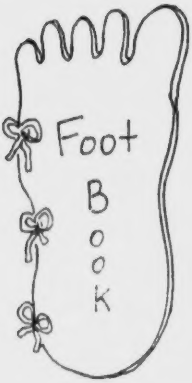
Discussion:

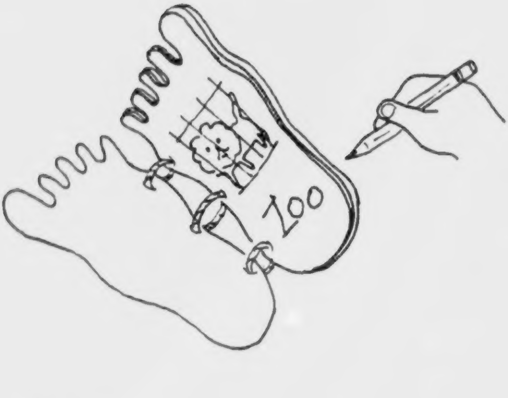
Children learn that even though everyone has the same body parts (hands, feet, etc.), the body parts are different in size, shape, color as well as many other ways. A child's own special body parts make a child "special."

A fun activity, like decorating feet, allows a child to be creative with his/her art. Children learn that everyone is creative to a certain extent as they see all the differences in the footprints.

ACTIVITY 8.5
FOOT BOOK







What You Are Teaching:

1. To pay special attention to body parts.
2. To write creatively.
3. To draw creatively.

Materials Needed:

Different colored construction paper, crayons, felt tip markers, pencils, scissors, plain white paper, yarn, hole punch

What You Do:

1. Have the children remove their shoes and socks and trace around their feet while standing on a piece of construction paper.
2. Cut the feet out.
3. Use the cut-out feet as a pattern. Each child should make at least six more feet from plain white paper.
4. Use the cut out pattern to make front and back covers for the FOOT BOOK from construction paper.
5. Punch holes through the edges of the covers and the inside pages and tie the book together with yarn.
6. Gather the children together to talk about where their feet have been.
7. Write on the experience chart the places the children say their feet have been (to the Mall, to church, etc.).
8. Suggest to the children that they write or dictate the places their feet have been on the different pages of their book.
9. Encourage the children to write or draw and color pictures that represent where they say their feet have been.

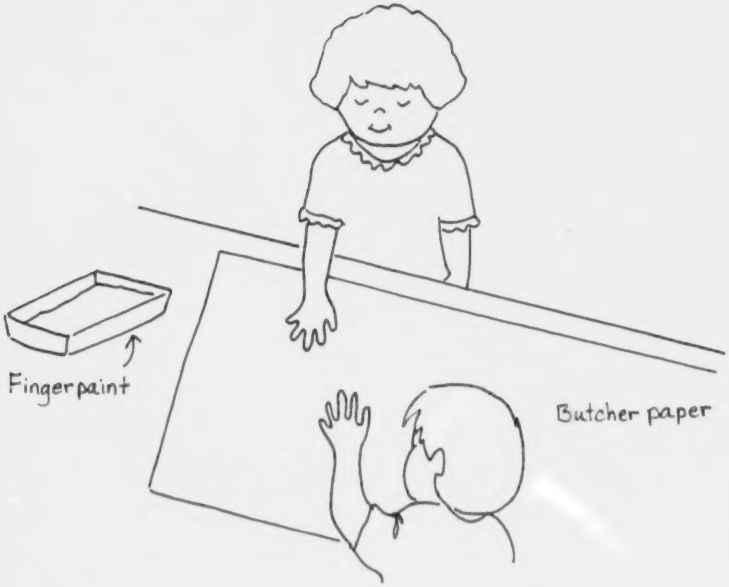
Extend This Activity:

This activity might be extended to include HAND BOOKS—what we have held in our hands and where our hands have been.

Discussion:

The main purpose of this activity is to point out differences in children's lives. It points out likes and dislikes based on what the children like to do and where they like to go. Additionally, the concept of the "whole body" is stressed. Children develop special ways of expression by making books about body parts. Hopefully they will develop the idea that books may be written about anything.

ACTIVITY 8.6
HANDPRINT DECORATIONS


Fingerpaint
Butcher paper

What You Are Teaching:

1. To understand likenesses and differences.
2. To study uniqueness of body parts.
3. To be involved in physical setting of their room.

Materials Needed:

Butcher paper, different colors of fingerpaint, powdered detergent (body paint may be substituted), tape, plastic sheet, scissors, magnifying glasses

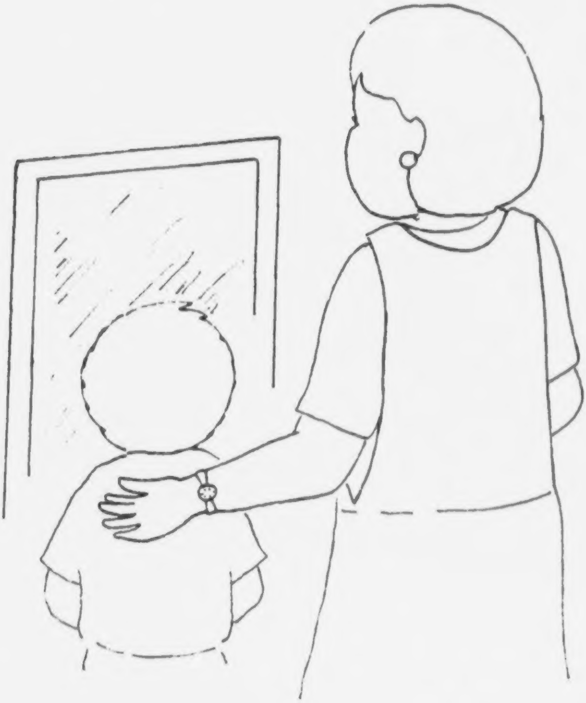
What You Do:

1. Explain to the children that they are going to use their handprints to decorate the bulletin board and other parts of the room.
2. Unroll butcher paper and cut it to cover the bulletin board.
3. Cut butcher paper to cover other spaces in the room where you plan to decorate.
4. Lay the butcher paper on the plastic sheet (on the table or floor) along with shallow pans of fingerpaint or body paint.
5. Have the children press their hands into the paint and make their handprints on the paper.
6. Ask the children to write or dictate their names underneath their handprints.
7. After the children examine the handprints with their magnifying glasses, encourage them to look for likenesses and differences between the prints.
8. Use the decorated paper to decorate the bulletin boards and other selected things in the room.

Discussion:

Talk with the children about any likenesses and differences among the handprints. Write these likenesses and differences on the board so the children can read them later. Talk about the differences and changes that are made by using the handprints. Does the room look better? What other changes could be made? Could you identify your own handprint if it did not have your name underneath it? How did it feel to put your hand into the liquid paint? How do you think it would feel to put your feet into the pan?

ACTIVITY 8.7
MIRROR, MIRROR ON THE WALL



What You Are Teaching:

1. To develop spatial relations.
2. To recognize one's own self.
3. To recognize other people.
4. To recognize body parts.

Materials Needed:

A full length mirror permanently attached to the wall or a full length mirror stand in the Home Center.

What You Do:

1. Gather the children in the Home Center and tell them you are going to look at yourself in the mirror.
2. Allow the children to watch you carefully look at yourself.
3. Look at your whole body.
4. Look at your hands.
5. Look at your feet.
6. Turn around and look at your back by looking over your shoulder.
7. Lean over and look between your feet.
8. Turn around and watch yourself kick.
9. Call one of the children to stand beside you and compare hands heads, feet, and body.
10. Observe the children as they look into the mirror to examine themselves.

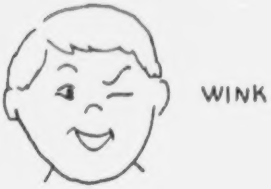
Discussion:

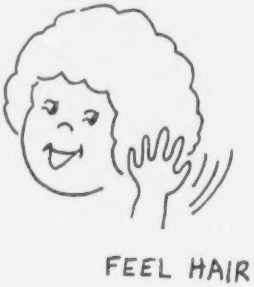
Have the children gather on the floor in front of the mirror. Have different children stand in front of the mirror and look at themselves. Ask the children to name the body parts they see. As different children name different body parts, ask the seated children to tell the ways the specific body parts are used. Discuss individual body parts and what would happen if they were different. For example, how would the child eat if their mouth were on the top of their head? What if their feet were at the end of their arms? Be sure and discuss all observable body parts. This activity is only one of many things the children will do before they know the names of their body parts and uses of their body parts.

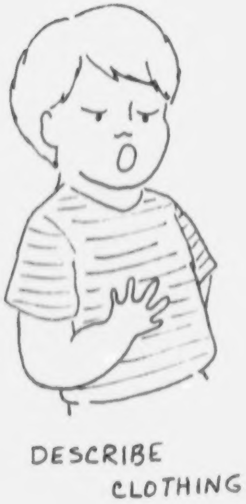
Explanation of Principle:

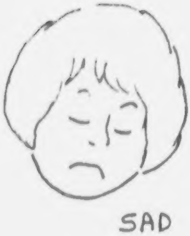
Knowledge of body parts and how they work is very important to the child who is developing spatial relationships. A child must be aware of his/her own body in the surrounding space.

ACTIVITY 8.8
THUMBKIN-THUMBKIN






DESCRIBE CLOTHING



What You Are Teaching:

1. To feel special about themselves.
2. To learn names of classmates.

3. To learn body parts.

4. To express one's self with own bodies.

Materials Needed:

None

What You Do:

1. Play a "roll call game" to the tune of *Where Is Thumbkin?*

   Teacher: "Where is Bobby? Where is Bobby?"

   Bobby: "Here I am. Here I am!"

   All: "How are you today, Sir?"

   Bobby: "Very well, I thank you."

   All: "Glad you're here, glad you're here!"

2. Make sure every child's name is used.

3. Talk about their faces and bodies.

4. Have the children show a smile, frown, whisper, hum, breath, wiggle eyebrows, wink one eye, wiggle ears, wiggle chin, show nose, show toes, show fingers, show tongue, or show eyes.

5. Using their hands, have the children find and feel nose, hair, eyelashes, eyebrows, chin, cheek, ears, neck, shoulders, elbow, wrist, chest, throat, tummy, seat, feet, knees, or ankles.

6. Have the children look and describe what they are wearing. Are they wearing stripes, checks, plaids, solid colors, etc.?

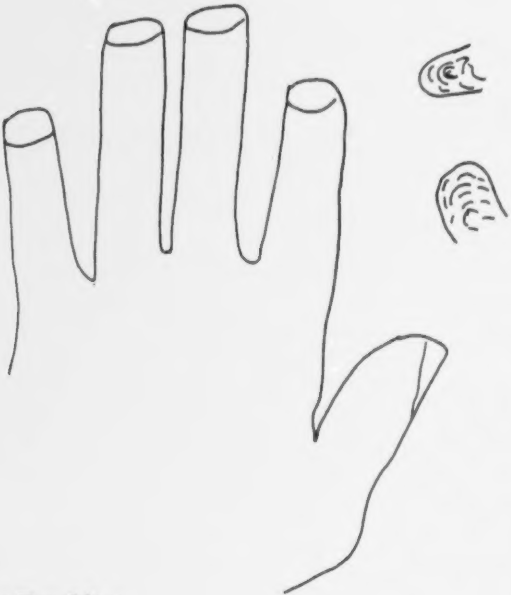
Discussion:

Talk about knowing where the different body parts are. When someone asks you where your eyebrows are, do you know or do you have to feel your face to find them? Continue talking about the location of different body parts and then discuss how the children use their body parts. How many children can wink (close one eye with the other eye remaining open)? Allow different children to give commands, such as, "Wiggle your nose," and see if all the children can follow the commands. Time and practice are needed for children to use body parts correctly on command.

Reflection:

The purpose of having children look at themselves and what they are wearing is two reasons. One, we want children to become aware of themselves as something special and to notice how they are different from other children. The second reason is that we want children to acquire the habit of "looking." Too many adults never really "look" at things with a critical eye. Young children need to acquire this ability early so they will see and question.

ACTIVITY 8.9
LOOKING AT HANDS



What You Are Teaching:

1. To introduce individual differences and body parts.
2. To explore differences in individual body parts.

Materials Needed:

Paper, pencils, magnifying glasses, ink pad

What You Do:

1. Discuss body parts with the children, naming them as you do so.
2. Tell the children that even though they have the same body parts, there are differences among the body parts.

3. Give the children magnifying glasses and then let them compare hands.

4. Have the children trace their hands on blank paper.

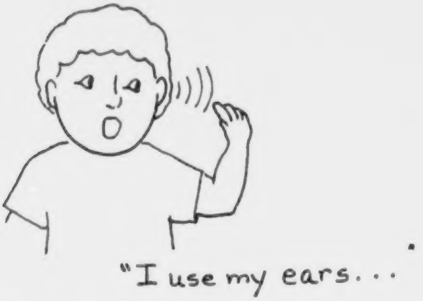
5. Pass out ink pads and have the children make fingerprints on their paper.

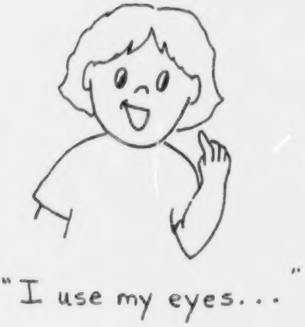
6. Have the children examine differences using the magnifying glasses.

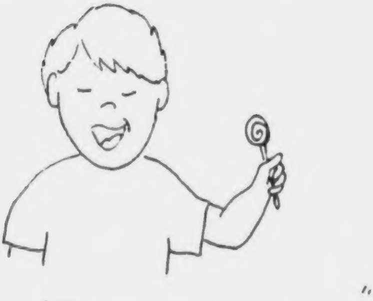
Discussion:

Even though people look alike, they are still different. Explain that everyone in the world has different fingerprints. Ask the children what other things are different about hands (palms, nails, etc.).

ACTIVITY 8.10
WHAT SENSE DO YOU USE?


"I use my ears..."


"I use my eyes..."


"I use my tongue..."

What You Are Teaching:

1. To become aware of the five senses.

2. To use the five senses correctly.

Materials Needed:

None

What You Do:

1. Gather the children in a group and discuss the five senses.
2. Point to your nose and say, "I use my nose for smelling."
3. Have the children repeat your actions and words.
4. Continue this procedure until all five senses have been covered.
5. Make up some situations and have the children point to the sense they would use in that situation.
6. Try these situations for starters:

   The door bell is ringing.
   You are eating a piece of candy.
   Everyone is playing baseball.
   How can you tell the difference between silk and burlap?
   It's snowing outside.
   Mother is cooking dinner.
   You are looking for a penny.
   In which pocket did I put the penny?
   I wonder if the sun is shining?
   Your leg is itching.
   You step on a grass burr.
   The teacher is talking to you.

Explanation of Principle:

No matter what the area, with young children everything begins with the senses. All emerging skills are coordinated through the senses. Mastery of sensory experiences not only promotes learning, but also, more importantly feelings of success are promoted and success is a key to a healthy self-concept.

CHAPTER **9**

DEALING WITH EMOTIONS

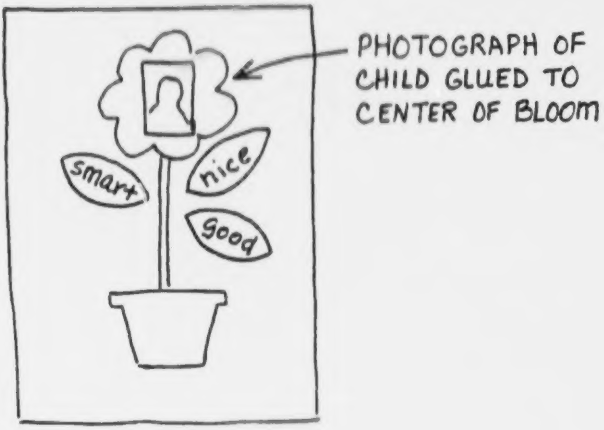
If one looks at the history of the view about young children, one finds that the idea of children having different emotions from those of adults is relatively new. Another factor that makes the study of emotions in young children more difficult is that children do not know how to emotionally respond to a particular situation.

This not knowing the correct emotional response to use for a particular situation makes it difficult for the child and also hinders parents and other adults to understand the child. This author, while working with parents, found that this lack of knowledge can cause misunderstanding within the family as well as outside. One example appears over and over again. Parents exclaim that when they pick their child up from a daycare situation, he/she is crying, which the parents interpret as their child's preferring the company of others over that of their parents. In reality, children are delighted and happy that their parents are picking them up but do not know how to express the emotion. So the children fall back on an emotional expression they do know—crying.

Few programs exist that are designed to teach young people how to be good parents. Instead, we bestow upon these young people, who are getting married, all the wisdom of parenting, despite their lack of knowledge about child development.

However, children of parents come to school without knowing how to recognize and express emotions. Then this becomes another area teachers must deal with in conjunction with so many other things.

ACTIVITY 9.1
I'M LIKE A DEVELOPING FLOWER


PHOTOGRAPH OF CHILD GLUED TO CENTER OF BLOOM
smart
nice
good

What You Are Teaching:

1. To verbalize positive traits in others.
2. To understand strengths in self.

Materials Needed:

Construction paper, felt tip markers, scissors, glue, photo of each child

What You Do:

1. Have the children examine a blooming plant you have or have brought into the classroom.
2. Help the children draw a flower pot, and the parts of the plant they can see, like the stem, leaves, and bloom.
3. Encourage freehand drawing—discourage patterns right now.

4. Glue the cut-out pot, the stem, and the bloom to a piece of construction paper.

5. Have the children cut out several leaves.

6. Urge the children to write (or to dictate) something positive about themselves on a leaf before gluing it to their picture.

7. Put the children in small groups so they can share positive comments about each other.

8. Writing these down, the children should glue the leaves to the plant.

9. Glue the photo of the child to the bloom of the plant.

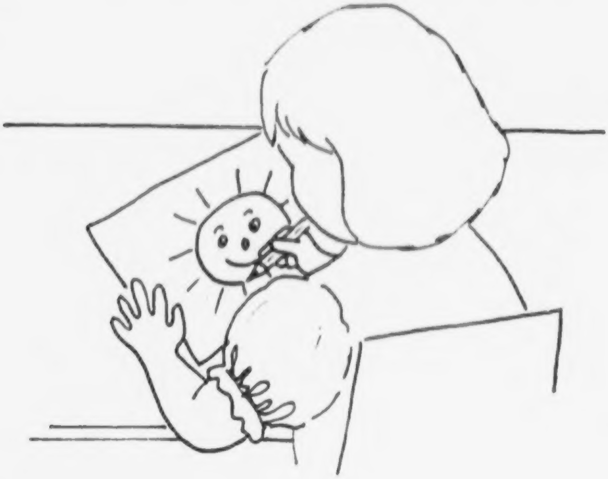
10. Add more leaves later as the occasion arises.

11. Display all flower pots on the wall.

Discussion:

When we look at a flower, we look carefully to see all the different parts of the flower. All of the parts of the flower grow and then the flower blooms. Each part is a part of the whole flower and each part is very important to the flower. Children grow too, and many goods things are a part of each of them. When we look and listen to other children, we can see many good things about them.

ACTIVITY 9.2
THIS IS WHAT I FEEL LIKE



What You Are Teaching:

1. To help children recognize their immediate feelings.
2. To help children express their feelings.
3. To develop fine motor skills through drawing.

Materials Needed:

Crayons, pencils, paper

What You Do:

1. Surprise the children by stopping them in whatever is taking place and telling them that you want everyone to draw a picture.
2. Pass out the materials. Tell the children to try to draw a picture of the way they are feeling right now.

3. Say to the children that you would like for them to tell you something about the picture.

4. Have the children write or dictate to you a statement about what they have drawn.

5. Be open and receptive to whatever the children have to say about their picture, and you will learn a lot about their concerns and attitudes.

6. Let the children share their picture and comments with the class after they have shared them with you.

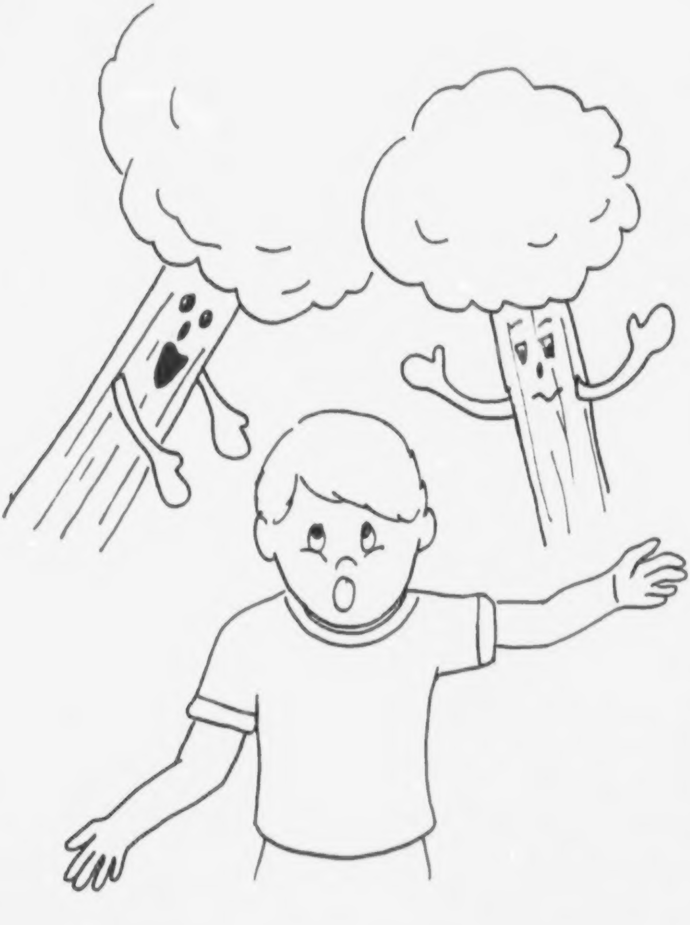
Discussion:

Try to put children in touch with their feelings by having them to tell you about their pictures. Encourage children to make up stories about their pictures. Put your children in small groups to discuss their pictures with one another. Have the small groups make up stories that combine their pictures.

Statement of Principle:

When dealing with the young child and art, some important points need to be kept in mind. A teacher should never ask the child what the picture is. Rather, ask the child to tell you about the picture. A child may not be drawing a particular "something," but instead may just be drawing or painting. A teacher should not force a child to name "what" the child has drawn, or make a statement such as "That's a pretty flower"; when it may not be a flower at all. Teachers should always value what the child is doing and not put emphasis on the product. By doing so, you can value the child's feelings which the child often expresses through art.

ACTIVITY 9.3
CREATIVITY



What You Are Teaching:

1. To help children learn the variations of expression used for feelings.
2. To help children gain control over their bodies.
3. To encourage imagination and creative thinking.
4. To enhance problem-solving skills.

Materials Needed:

None

What You Do:

1. Introduce this activity by having the children think about how they would eat if their mouth was not on their fa
2. Imagine the mouth was on the top of the head. Would they comb their hair back over their mouth after eating? What if their mouth was on their knee? Would they have a zipper in their pants leg so they could get to their mouth? Imagine other locations and have the children act out the solutions.
3. Challenge the children to be creative in responding to your directions. Remind them that they must listen carefully.
4. Make up a variety of situations to which the children may respond creatively. Examples might be:

   Pretend you are flying a kite in a strong wind.

   Pretend you are walking down a sidewalk and it turns into a marshmallow.

   Pretend the sidewalk is covered with ice.

   Pretend everybody walks in the street, and cars run on the sidewalk, and you have to cross it.

Pretend you are walking in the woods, and the trees change into lollipops.

The trees sprout arms and try to catch you.

Try to catch a bubble, a baseball, or a leaf.

Walk like a cat. Lie down like a horse. Chew like a cow. Eat like an elephant.

Pretend with your face that you are mad, happy, surprised, or afraid.

Walk like a baby just learning to walk.

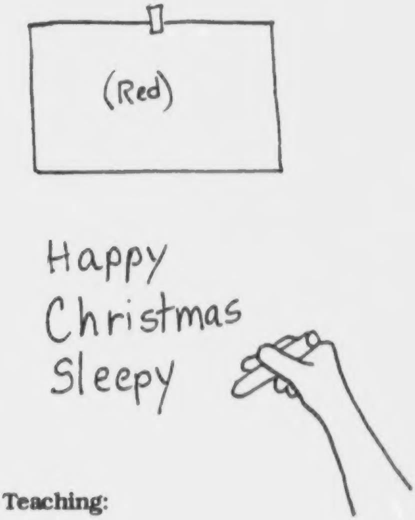
Yawn like a baby.

Walk like a very old person.

Reflection:

Children must learn that they can express feelings and situations with their bodies. One can express self in many ways; some are acceptable ways and others are unacceptable. Our bodies, body parts, and facial expressions all depend on with whom we use them to tell a lot about ourselves.

ACTIVITY 9.4
WHAT COLOR DAY IS IT?



What You Are Teaching:

1. To encourage children to express their feelings in their own way.

2. To help children learn about colors.

3. To help develop self-respect through creativity.

4. To promote writing and narrative skills.

Materials Needed:

Construction paper, crayons, fingerpaint, colored markers

What You Do:

1. Tell the children that you would like to talk with them about feelings and colors.

2. Attach a piece of any color construction paper to the chalkboard.

3. Ask the children how they feel when they look at that color. Does it make them happy? Sad? Mad? Funny?

4. Underneath the colored paper, write on the chalkboard all of the answers and comments the children give that pertain to their feelings.

5. Repeat the same procedure with each color of construction paper. Whether this activity is done in one day or is broken into different parts on different days depends on how much the children have to say about specific colors and how interested the children are in the activity.

6. Leave all of the comments and answers on the blackboard so the children can refer to them should they need to do so. Be sure to remind the children that all of their answers and comments will be accepted because people have different feelings and whatever they feel is all right.

7. Tell the children that you would like for them to think about the colors and how they feel today.

8. Have the children select one color that matches the way they feel and draw or paint a picture of whatever they want to.

9. Have each child who would like to do so, share his/her picture with the class and talk about what he/she has drawn.

10. An example might be:

    A child painted a picture of a big red circle. When asked to share the picture, the child said, "I brought an apple to school today so today is a red day."

Discussion:

Talk with different children about how colors make them feel. Encourage conversation among the students about color and feelings. Ask them if they had ever thought about color and feelings. Tell them that some people paint their homes certain colors because they want people to feel a certain way when they come to visit. Discuss children's favorite colors and why they like them.

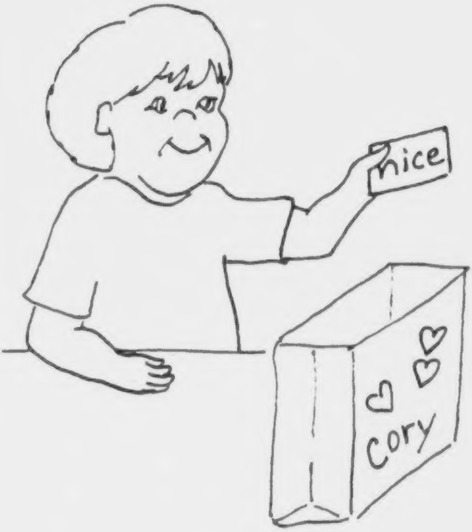
Reflection:

As discussed with the children, colors mean different things to different people because of past experiences. A very big CAUTION here is never try to judge the child's emotional well-being based on the colors a child uses.

ACTIVITY 9.5
MY PACKAGE OF LOVE

What You Are Teaching:

1. To learn to express feelings.
2. To learn to accept compliments.



Materials Needed:

Large paper sacks, paper, pencils, crayons and other materials from the Art Center

What You Do:

1. Gather the class together in the rug area and discuss feelings.
2. Ask some of the following questions to get the discussion started: How does it make you feel to be complimented? Do you notice nice things about other children? Should you tell someone about a nice thing you noticed about them?
3. Explain to the children that they will all put their name in a box and every two days someone will draw a person's name from the box.
4. Remind the class that the person whose name is drawn will receive a package of love.

5. Place a large sack decorated with the child's name in the front of the room.

6. Writing nice things about the person, the class will put them on slips of paper and drop them into the sack.

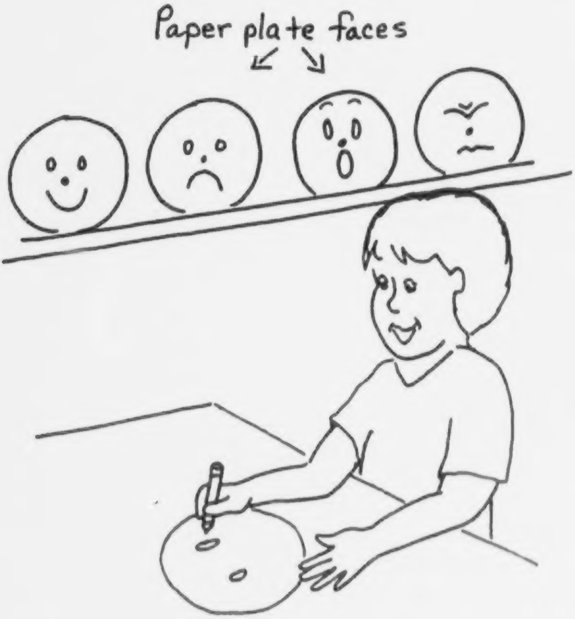
7. Encourage the child to share some of the nice things said about him/her.

8. Allow the children to take their packages of love home with them to share with their family members.

Discussion:

Ask the children how they decide on something nice to say about other children. Ask them what they would like children to say about them. Ask them if they think other children would like to hear the same thing if it is true. Ask different children what they think about when they say a child has done something good? What things are not considered good? Use a pad of paper and talk with small groups about good traits and bad traits. Explain what "Trait" means. Then write down the things that children list under each category. The teacher may make a GOOD TRAITS and a BAD TRAITS poster and put it on the wall to help children who are having difficulty. Those children who cannot see good things in other people may help to see good things in themselves.

ACTIVITY 9.6
FACES TELL



What You Are Teaching:

1. To express your emotions on your face.
2. To use expressions correctly.

Materials Needed:

Paper plates, felt tip markers, crayons, glue, yarn.

What You Do:

1. Prepare in advance four paper plates showing the expressions for smiling, frowning, surprise, and normal expressions.

2. Put the four plates on the chalk ledge.

3. Talk with the children about showing their emotions by the expression on their faces.

4. Pass out the paper plates and other art materials.

5. Encourage the children to make their own "emotion face."

6. Tell the children their faces can look like the way they feel now, or they can pretend and make any face they want.

7. Have the children share their faces with the class and try to guess, from looking at each plate face, what emotion the face expresses.

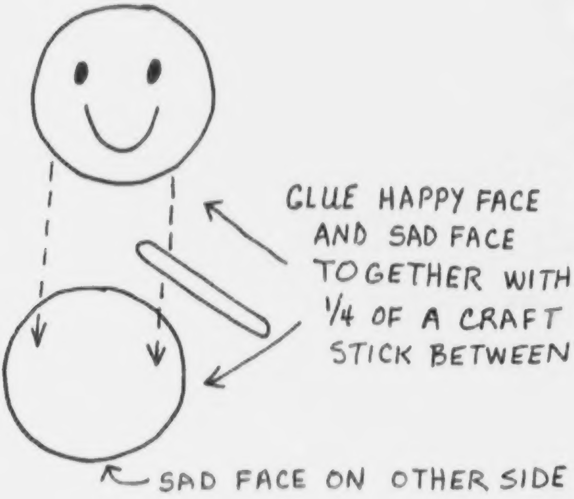
Discussion:

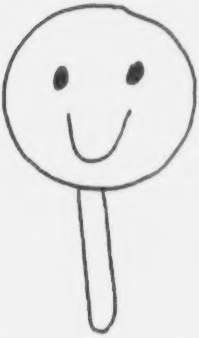
Have individual children talk about the expressions on their plate faces. Have they ever felt like their plate? What about being mad? Is it all right? If we are mad at a person, what should we do (talk to the person we are mad at)? What about being sad? Is it all right to cry when you are sad? Is it all right for little boys to cry?

Reflection:

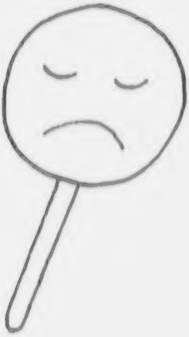
Young children have a difficult time showing emotions in appropriate ways. One big obstacle is that they have not yet learned to respond to different feelings. Oftentimes, parents do not show emotions in front of their children. So children cannot learn from their family environment. Sometimes children are taught not to show or discuss emotions at home. A result of this is that often the young child will show the wrong actions for an emotion. The young child will draw on his/her limited knowledge of responses to emotions and perhaps use the wrong one.

ACTIVITY 9.7
HAPPY OR SAD GAME


GLUE HAPPY FACE AND SAD FACE TOGETHER WITH 1/4 OF A CRAFT STICK BETWEEN
SAD FACE ON OTHER SIDE



FRONT



BACK

What You Are Teaching:

1. To help children express emotions.
2. To teach children that it is all right to have different emotions.

Materials Needed:

Paper plates, craft sticks, scissors, glue, construction paper, felt tip markers

What You Do:

1. Cut the outside of each paper plate off to make a circle pattern.
2. Using the circle pattern, have each child trace two circles on the construction paper.
3. Decorate with the markers one circle as a happy face and the other as a sad face.
4. Put glue on the back of each face and glue them together with 1/4 of a craft stick glued between them.
5. Use the faces to play the "Happy or Sad Game."
6. Divide the children into groups. Then ask such questions as the following and have children turn their faces to indicate answers:

   How would you feel if you couldn't find your pet?

   How would you feel if today was your birthday?

   How would you feel if you have an ice cream cone?

   How would you feel if you were sick in bed?

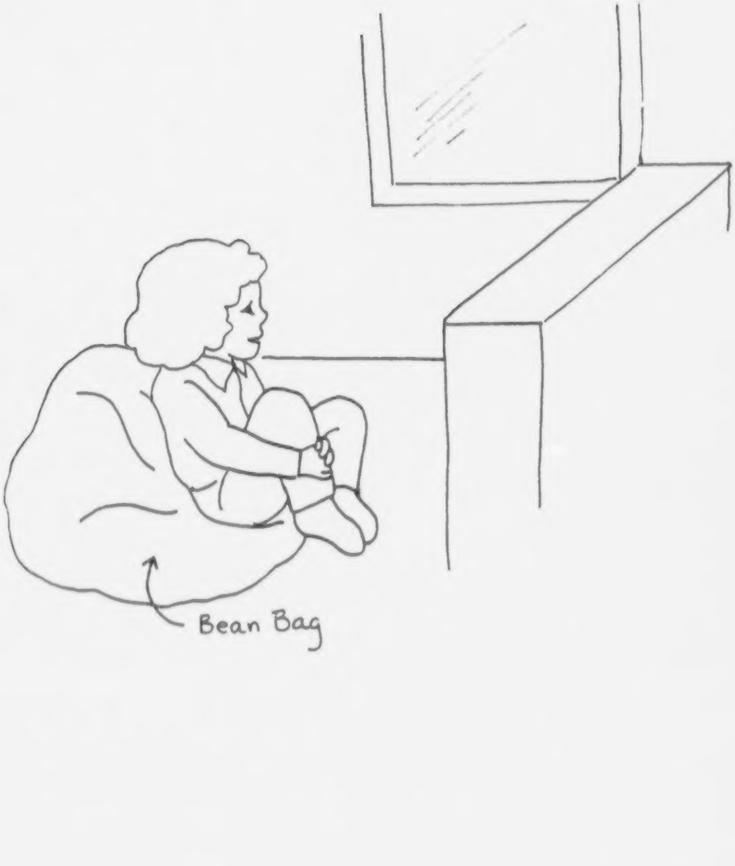
Discussion:

Have each group of children talk about how they would feel. Encourage them to tell each other. Choose one child to show the face that his group chose and tell how his group feels and why.

Explanation of Principle:

Learning to express emotions in acceptable ways, or learning to express emotions at all, is difficult for children to learn. Perhaps the child is from an environment where the child is not allowed to express emotions. Another possibility is that the role model from his/her environment expresses emotions in ways that might not be expressed in a socially accepted manner. Often, many children need some time to learn to express their emotions and particularly to do so in a socially acceptable manner, and this is only after much practice and many activities.

ACTIVITY 9.8
I WANT TO BE ALONE



What You Are Teaching:

1. To become aware of emotions.
2. To learn to deal with personal feelings.

Materials Needed:

Comfortable chair, rug

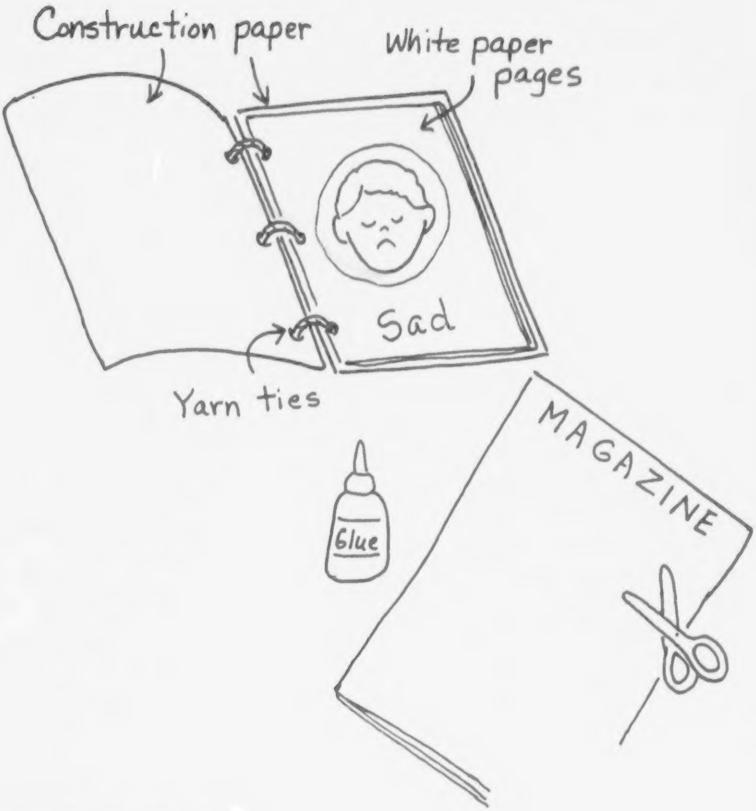
What You Do:

1. Create a quiet corner in the classroom that is away from any active Centers.
2. Explain to the children that this is an area where only one child may go at a time.
3. Allow any child who is feeling upset or frustrated to have a place where he/she can go and be alone for a little while.
4. Using the corner for five to ten minutes at a time should help the child "get in touch with self."
5. Have the child check with the teacher before going to the corner, so that the teacher will know where the child is.

Discussion:

Talk with the children about their emotions. Do they sometimes get mad when they are playing? Sometimes do they not feel like working or playing with others? Have the children discuss things they can do when they have these feelings. Let the children decide on an area of the room for a QUIET CORNER. Explain to the children that at times everybody feels like they want to be by himself/herself and not with others. This is all right. Have the child decide when a person might need to spend some time alone. Let the children help you work out a system for letting the teacher know that they need the QUIET CORNER. Do you think this will help them to get in touch with their feelings? Discuss and explain what you mean by getting in touch with feelings. Does it mean deciding why you feel like you feel and what you are going to do about it?

ACTIVITY 9.9
MY SCRAPBOOK


Construction paper
White paper pages
Sad
Yarn ties
MAGAZINE
Glue

What You Are Teaching:

1. To learn to share emotions.
2. To learn to express emotions.
3. To practice effective small motor control.
4. To express creative writing.

Materials Needed:

Paper, crayons, scissors, glue, old magazines, hole punch, yarn, experience chart, construction paper

What You Do:

1. Share one of the several good books on emotions, such as *David is Mad*, with the children during Story Time.
2. Discuss with the children how they sometimes feel, i.e., mad, sad, happy, etc.
3. Encourage the children to give examples and record them on the experience chart.
4. Suggest to the children that they make an EMOTIONS BOOK.
5. Use construction paper for covers and white paper for pages. Lay about six sheets of white paper between two pieces of construction paper (8 1/2" x 11").
6. Punch holes at intervals down one side and tie with yarn.
7. Using words from the experience chart, label the pages with the name of an emotion.
8. Help the children find and cut out pictures from magazines where people are expressing different emotions.
9. Glue these pictures to the correct pages.
10. Encourage the children to write or dictate something about the emotion and share their books in small groups.

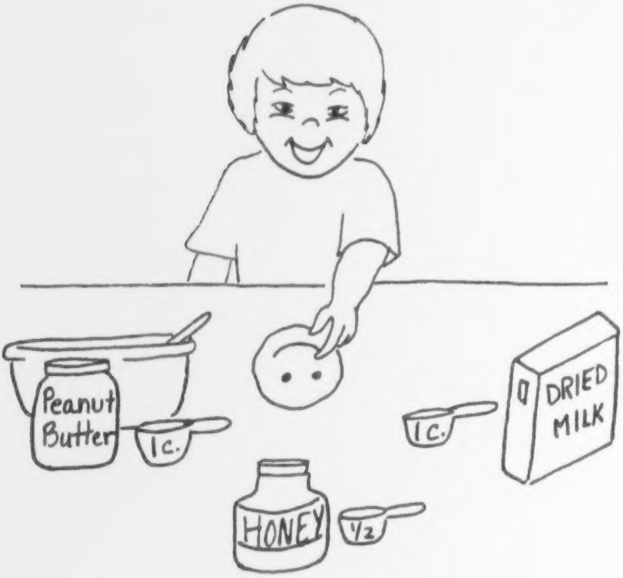
Discussion:

Talk about how everybody has different feelings at times. These feelings are caused by their emotions. Having feelings about something is natural and all right. Even being mad about something or not liking what somebody has said or done is all right. Different people express their emotions and feelings different ways. Sometimes, we make other people feel bad when we express our emotions and feelings in the wrong way. Everybody needs to learn how to express his/her feelings without hurting others. To tell somehow how you feel is okay. If you're feeling upset, talking about it will make you feel better. Always remember the feelings of others when you express your feelings.

Reflection:

If the opportunity presents itself while you are reading to the children, ask them to think about how the story character handled his/her feelings. Did he/she do it the right way? Was he/she thinking about the feelings of others when he/she reacted to his/her feelings.

ACTIVITY 9.10
PEANUT BUTTER FACES



What You Are Teaching:

1. To be able to express emotions in different media, movements, and words.

2. To develop small motor development.

Materials Needed:

Newspapers, clay, peanut butter, honey, dried milk, two large bowls, pencils or small sticks

What You Do:

1. Pass out the clay for the children to play with.

2. Play music and allow the children to pinch, pound, and roll the clay.
3. Have the children poke their fingers into the clay and squeeze it between their fingers.
4. Tell the children you have been watching their faces, and you like to see such happy faces.
5. Tell them you will show them how to make a happy face to take home.
6. Shape a clay face and draw a happy face with a pencil.
7. Allow the children to make happy faces for themselves.
8. Tell the children that you will now show them how to make peanut butter play dough.
9. In each of the two bowls, mix together one cup of peanut butter, 1/2 cup of honey, and 1 cup of dried milk.
10. Show the children how to "knead" the dough. Let them knead the mixture until it has the consistency of play dough.
11. Let the children make "Smiley Faces" from the mixture, then EAT IT UP, and take it home INSIDE THEM!

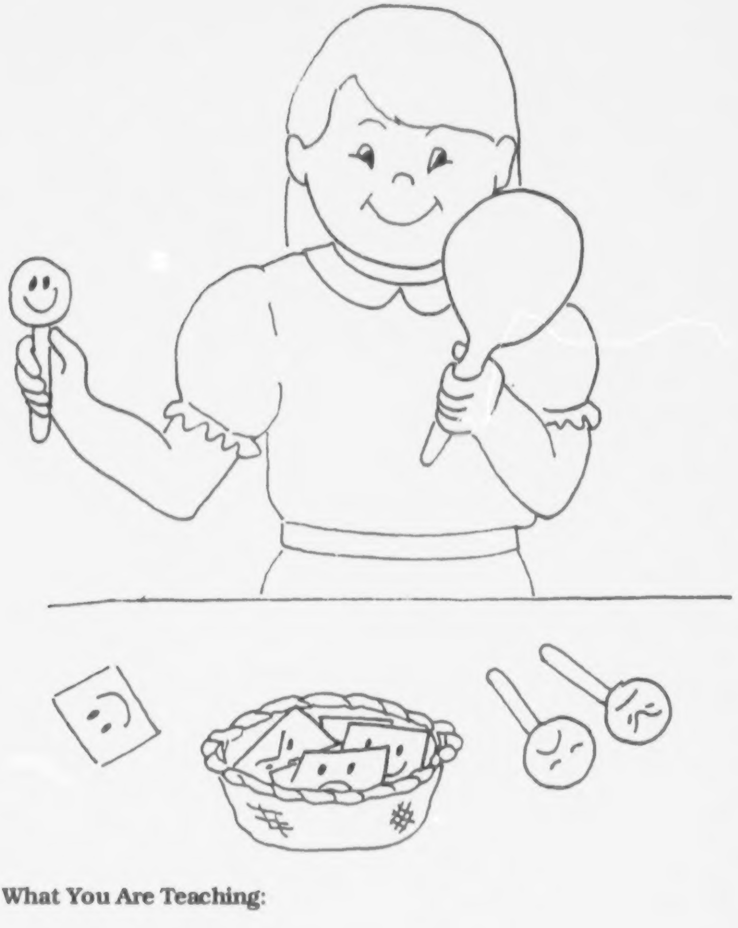
Discussion:

Draw comments from the children about working with clay. How does it feel to be able to shape the clay? How does it feel to squeeze it? How does it feel to be able to pound it into a flat shape? Encourage the children to talk about different things they make with the clay. Let the children show you how they can roll the clay in a circular fashion. Suggest to the children that they can make snakes and name them. If a child would like to tell about his/her snake, encourage the child to do so. A common procedure is for children to move clay activities into the Home Center where they can put it into pans and other utensils and pretend to cook and eat. With the introduction of peanut butter play dough, children can actually "cook" and eat what they have prepared. The culminating activity of making a "Smiley Face" out of the peanut butter play dough is designed to deal with the feelings of emotions.

Reflection:

After the children have made and eaten their "Smiley Faces," ask the children how it feels to have a smile in their tummies. Does having a smile in their tummies put a smile on their faces?

ACTIVITY 9.11
HOW DO YOU FEEL?



What You Are Teaching:

1. To express emotions.
2. To be able to demonstrate feelings.
3. To recognize feelings in others.

Materials Needed:

Construction paper, index cards, basket, hand mirror, scissors, felt tip markers, tongue depressors, glue

What You Do:

1. Cut 3" diameter circles from construction paper.
2. Draw faces expressing different emotions on the circles.
3. Draw several sad faces, several happy faces, several mad faces, etc.
4. Draw different faces on the index cards representing different emotions and put them in the basket.
5. Taking turns, have the children pick a card from the basket.
6. Looking into the hand mirror, have the children to try to express the emotion depicted on the index card.
7. Allow the children to hold tongue depressors with the cut-out circles showing an emotion glued to them, while the child looks in the mirror.

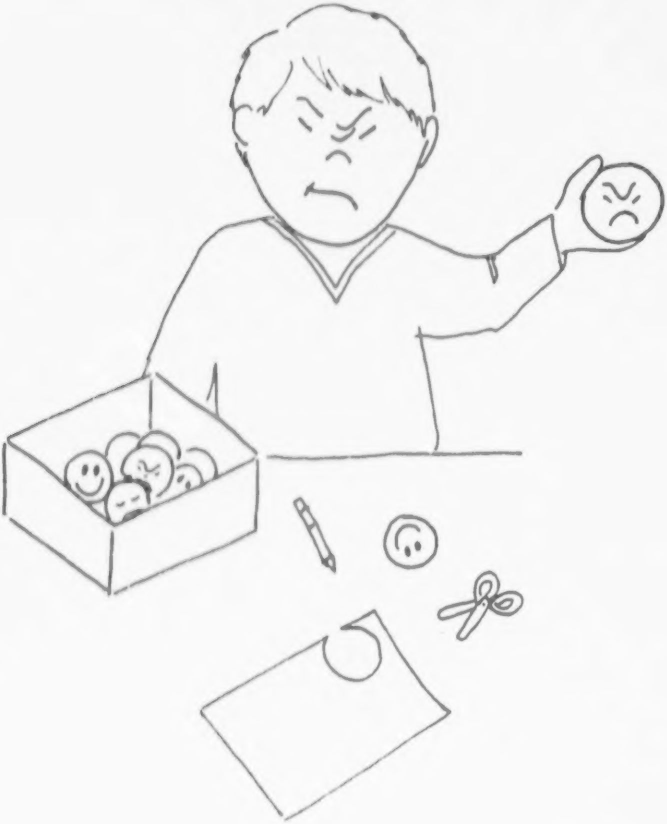
Discussion:

Sometimes the way we feel on the inside (our emotions) makes us look different to other people. If we recognize how other people are feeling by identifying the expression on their faces, we will know how to treat that person.

Reflection:

Everybody has different emotions at different times, and that is all right. We need to learn to recognize how different emotions might make us look to others.

ACTIVITY 9.12
HAPPY-SAD-ANGRY BOX



What You Are Teaching:

1. To recognize signs of various emotions.
2. To practice the expression of emotions.

Materials Needed:

Small cardboard box, scissors, construction paper, 3" circle patterns

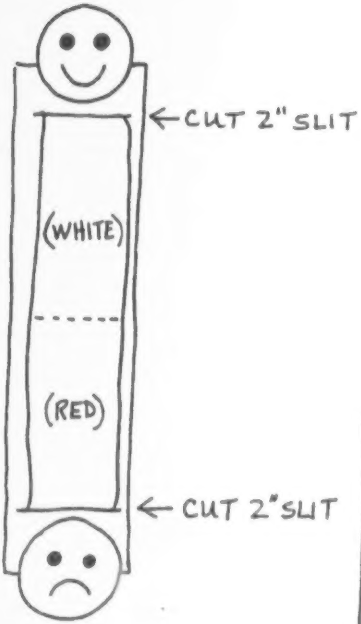
What You Do:

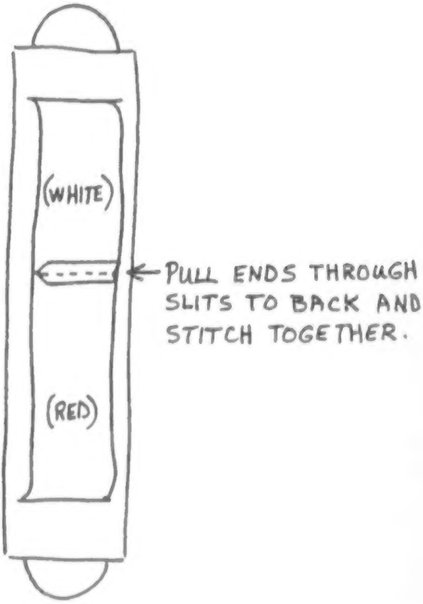
1. Ask the children to help cover a cardboard box with construction paper.
2. Explain that this is going to be an EMOTION BOX.
3. Have the children make a stack of 3" diameter circles from construction paper.
4. Discuss how people's faces look when they are happy, sad, or angry.
5. Encourage the children to draw faces on their circles to express these emotions.
6. Place all of the "faces" into the EMOTION BOX.
7. Have the children reach into the box one at a time and take out a face. Then have them act out the expression on the face.
8. Allow the other children to guess which emotion face the child is holding.

Discussion:

Everybody has emotions. Emotions are not good or bad. It is all right to be sad, angry, happy, or any emotion. What everybody has to learn is to let others know how he/she feels.

ACTIVITY 9.13
HOW DO I FEEL?


CUT 2" SLIT
(WHITE)
(RED)
CUT 2" SLIT


(WHITE)
PULL ENDS THROUGH SLITS TO BACK AND STITCH TOGETHER.
(RED)

What You Are Teaching:

To make the children aware of their own emotions.

Materials Needed:

Tagboard; red and white felt strips

What You Do:

1. Help the children make "emotion thermometers." Have them cut a piece of tagboard 3" wide and 9" long.
2. Cut two strips of felt, one red and one white, 2" wide.
3. Sew the ends of the red and the white felt strips together at one end.
4. Cut a 2" slit at each end of the 9" strip of tagboard, about 3" from the ends of the strip.
5. Slip one end of the felt through the slit at one end and the other end of the felt through the other slit.
6. Pull the ends together in the back and sew the red and white felts strips together.
7. Cut two round circles to represent a "happy" face and a "sad" face.
8. Attach one face at each end of the thermometer.
9. Pull the felt to lower or raise the red color toward the "happy" or "sad" face.

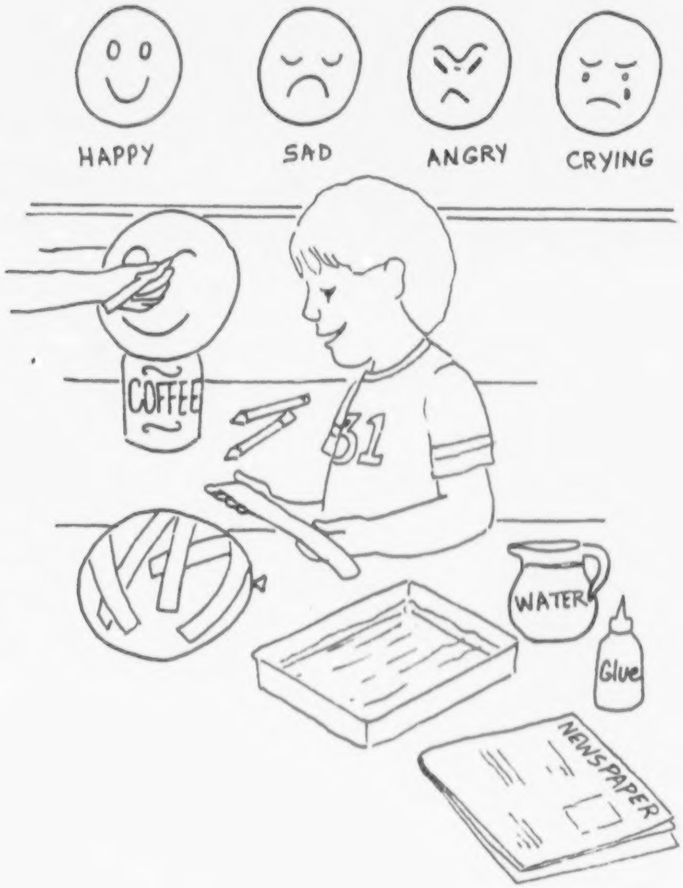
Discussion:

Children must learn that feelings and emotions generally do not swing widely from one extreme to another. Ask the children if they are ever real happy and then all of a sudden become sad. Discuss the emotion thermometer. Is it possible to be a little bit happy? Where would the red line be if you were a "little bit" (just slightly above the middle toward the happy face). Where would the red be if you were neither sad nor happy (in the middle)? Ask different children to set the thermometer at different places and tell the class what it shows. Ask the children if they stay happy all the time? Does anyone stay sad all the time?

Reflection:

Everybody has happy and sad emotions. However, emotions rarely swing from extreme happiness to extreme sadness without coming to the midpoint for awhile. Children need to know that most of the time they will not feel extremely happy or extremely sad but somewhere in the middle.

ACTIVITY 9.14
BIG HEAD


HAPPY
SAD
ANGRY
CRYING
COFFEE
31
WATER
Glue
NEWSPAPER

What You Are Teaching:

1. To demonstrate different facial expressions.
2. To show that different facial expressions match different emotions.

Materials Needed:

Old magazines, coffee cans, glue, water, felt tip markers, scrap paper, balloons, deep bowl

What You Do:

1. Discuss with children what happy faces, sad faces, angry faces, or crying faces look like.
2. Draw illustrations of these different faces on the board.
3. Let the children blow up a balloon and help them tie it to keep the air from leaking out.
4. Prepare a mixture of two parts glue to one part water and place in a deep bowl.
5. Have the children tear the newspaper into strips.
6. Have each child dip strips of paper into the glue and water solution and wrap it around his/her balloon until the balloon is covered.
7. Let the covered balloon dry overnight.
8. Repeat the next day and allow the balloon to dry again.
9. Let each child draw (marker) any expression he/she wishes on the balloon face.
10. Have the children decorate their coffee cans and then place glue around the edge of the can.

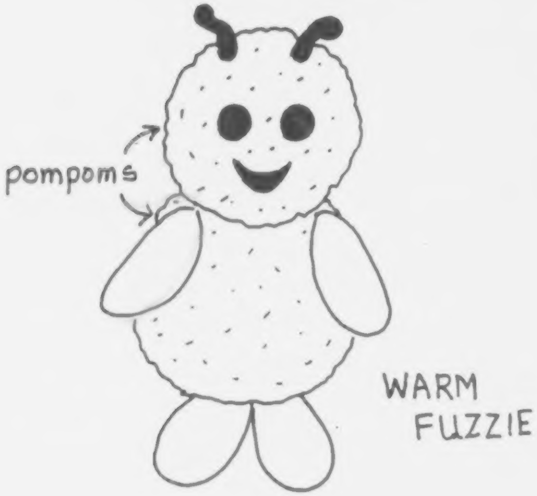
11. Have them set the balloons in the cans; the glue will hold them upright.

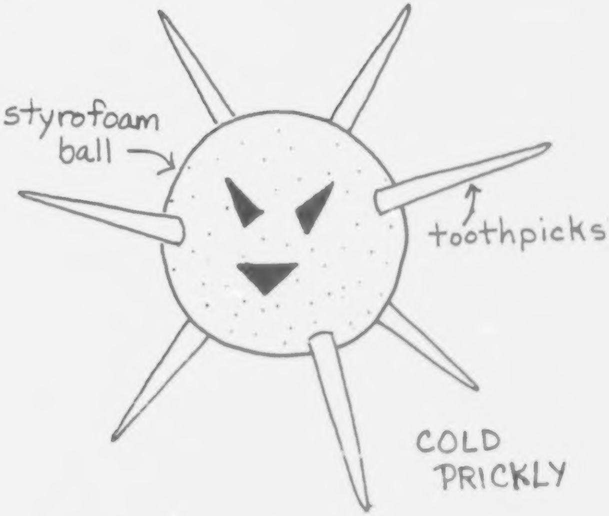
12. Have the children label the bottom of their cans with their names.

Discussion:

Since the activity is on emotions and how our faces show our emotions, we can expect a variety of emotions. The teacher should not be too quick to decide in advance that a certain face on a child's "Big Head" registers a particular emotion. Ask the children to interpret the expression their individual "Big Head." Let each child explain why their "Big Head" has a certain expression. The child may have his/her own interpretation or no interpretation at all. Generally the teacher may expect happy expressions on the "Big Heads." A majority of sad or mad faces may encourage a teacher to take a careful look at what is occurring on a daily basis in the classroom that could be causing this interest in mad or sad faces.

ACTIVITY 9.15
WARM FUZZIES AND COLD PRICKLIES


pompoms
WARM FUZZIE


styrofoam ball
toothpicks
COLD PRICKLY

What You Are Teaching:

1. To make things that express happy feelings.
2. To make things that express unhappy or sad feelings.

Materials Needed:

For warm fuzzies: ball fringe from a fabric store, glue, scissors, assorted colored felt, construction paper

For cold pricklies: styrofoam ball, toothpicks, glue, scissors, assorted colored construction paper, assorted colored felt

What You Do:

1. Glue two pom-poms (ball fringe) together.
2. Let the children add feet, mouth, wings, and antenna to create their own version of a warm fuzzie.
3. Stick toothpicks into a styrofoam ball.
4. Let the children add eyes and mouth to create their own versions of a cold prickly.
5. Explain to the children that warm fuzzies give you a warm feeling like being loved and being O.K.
6. Explain to the children that cold pricklies are for when you are sad and when your feelings are hurt.

Discussion:

Talk to the children about how they feel when someone says something nice about them or to them. Discuss how they feel when people say something bad about them or criticize them. Explain that everybody likes to feel warm and good and that's the way people feel when someone does something nice for them. Have the children examine the "warm fuzzies" and the "cold pricklies" and decide which they would rather someone give them. How would they feel if they were given a cold prickly? Would they feel bad? Everyone cannot carry around a pocket full of warm fuzzies and cold pricklies, but we can pretend we are giving them when we talk to others. So, since we know which one a person would like to receive, which one should we try to give the most? If someone says something about you or to you that makes you feel bad (a cold prickly), you can ask them to take it back—you don't want it.

CHAPTER 10

I AM SPECIAL

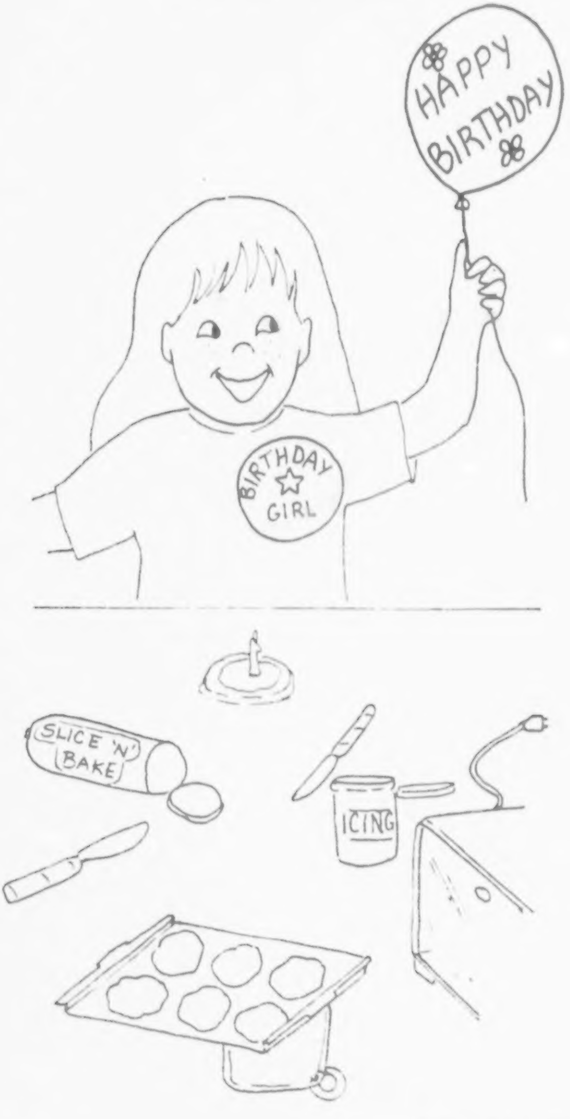
Teachers of young children expect their children to have the feeling that they are special when they first arrive at school. All children are egocentric when very young. Teachers know that decentering is a part of children's development, so they should be concerned and surprised to find young children who do not feel this way.

In extreme cases, where children have been subjected to an environment that is harsh enough, the natural developmental stage of egocentricism has been suppressed to the point that they no longer exhibit, or fear to exhibit, this characteristic. Sometimes this state is caused by deprivation and/or abuse. In other cases, it can be caused by an extreme authoritarian atmosphere in the children's home.

When dealing with children, teachers must remember the old but true statement, "those children who are the least lovable, need love the most." Teachers must work to break through the shell that these children have built and allow the children to bloom. This is not an easy task and not quickly accomplished. On the teacher's part, it takes recognition of these children first and then careful treatment applied with lots of love and respect.

Teachers should expect to be rejected by these children in the beginning, but this should only challenge the teacher. The only treatment the teacher can supply is a warm, loving, nurturing, and non-threatening atmosphere where the children will recognize that they are individuals and special with the teacher's help.

ACTIVITY 10.1
BIRTHDAYS


HAPPY BIRTHDAY
BIRTHDAY GIRL
SLICE 'N' BAKE
ICING

What You Are Teaching:

To take special recognition of a birthday as the child's special day.

Materials Needed:

Roll of unbaked cookies, can of icing, candles, birthday books, "Pin the Trunk on the Elephant" game, balloons, party hats, birthday badge with "Birthday Boy" or "Birthday Girl", toaster oven

What You Do:

1. Celebrate the special day of the child having a birthday.
2. Pin a ribbon on the child to wear all day.
3. Allow the birthday child to choose a book to be read during Reading Time.
4. Sing HAPPY BIRTHDAY during Music Time.
5. Cut the cookies and bake them in the toaster oven during Snack Time.
6. Put portions of icing on paper and allow the children to ice their cookies.
7. Put a candle on each cookie and light it.
8. Encourage all the children to make a wish and blow out the candles together.
9. Talk about whether the wishes will come true or not.

Discussion:

Celebrating a child's birthday teaches the child that something is special about him/her. Being born on a different day makes you special.

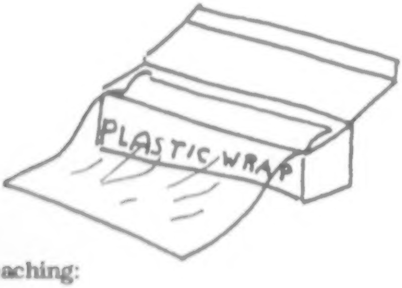
The celebration of your birthday by others demonstrates that others also recognize that you are special.

Being special and having others recognize it and help you to celebrate ,it, makes you feel good and helps to build a healthy self-concept.

ACTIVITY 10.2
CLASSROOM CALENDAR

MAY

Sun.	mon.	TUE.	WED.	THUR	FRI.	SAT.
				1	2 BACKWARD DAY	3
4	5	6 MUSIC PROGRAM 7:00	7	8	9	10
11	12 Mrs. Jones 	13	14	15 FIELD TRIP TO ZOO	16	17
18	19	20	21	22	23	24
25	26 RETURN CLASS PETS	27	28	29 LAST DAY OF SCHOOL	30	31



What You Are Teaching:

1. To remember special events and days in children's lives.

2. To develop temporal concepts.

3. To develop the use of abstractions to trigger recall.

Materials Needed:

Large sheet of posterboard, plastic wrap, felt tip markers, yard stick, small calendar, tape recorder, ditto masters

What You Do:

1. Allow the children to help as much as possible in the making of a classroom calendar of important events (field trips, visitors, birthdays, holidays).
2. Use plastic for lamination purposes. Cover the posterboard so that it can be wiped clean for each month's activities.
3. Using a small calendar as a guide, mark off days and weeks.
4. Before wiping the calendar clean at the end of the month, make a copy of the calendar on a duplicating master and copy enough for each of the children to have one.
5. Include a blank page with each calendar so the child may record, color, or dictate. Help them to make a BOOK OF MONTHS.

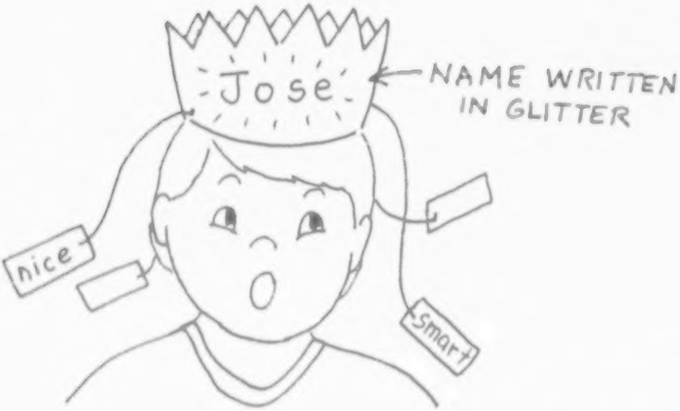
Discussion:

Care should be taken that all events and days that are important to individual children are included and added any time during the month. Discuss fully the significance of each day. On a special day when a visitor is coming to talk with the class, the talk may be recorded. Some special events may be put on duplicating masters to be included in the BOOK OF MONTHS. Make every effort to have each child take part in some way. Shy children will usually "come around" if given much encouragement over the course of time.

Reflections:

BOOK OF MONTHS or CALENDAR BOOKS make a great source of materials that may be included in the children's journal writing. The books should also be used, on occasion, for a Circle Time. During this time children may look back through their calendars and recall special days for them. A child, finding a special time that he/she remembers, should be encouraged to share it with the class.

ACTIVITY 10.3
CROWN FOR A DAY



What You Are Teaching:

1. To reinforce the concept that the child is important.
2. To express feelings verbally.

Materials Needed:

Colored construction paper, plain paper, glue, glitter, scissors, yarn, hole punch

What You Do:

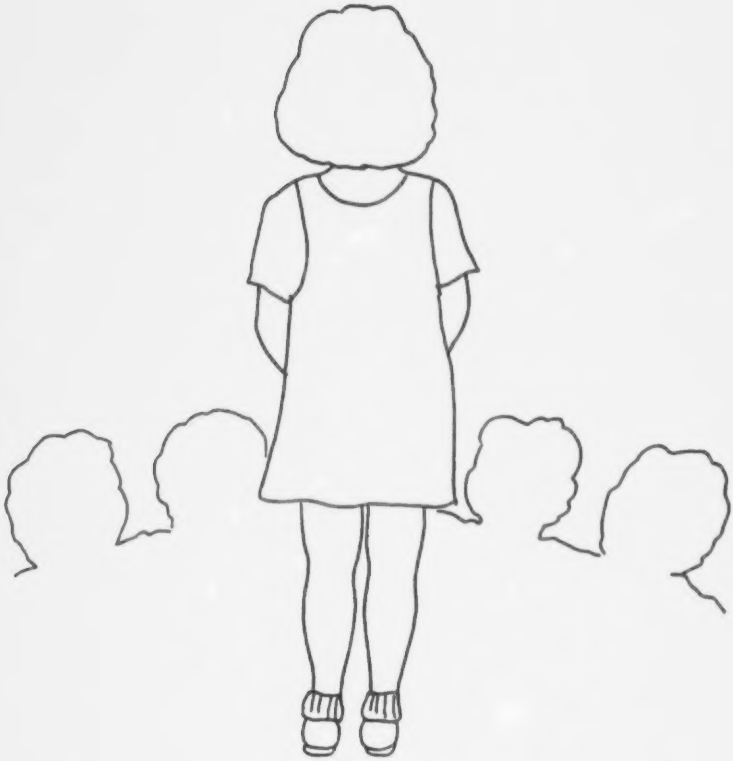
1. Have one child be your special helper each day.
2. Allow the child to tell the class something about himself/herself.
3. Continue with a discussion.
4. Place a crown you have made from the construction paper, glitter, and glue on the child's head.

5. Gather the children around the experience chart.
6. Encourage the class to say something nice about the helper.
7. Write what they say on the experience chart.
8. Give the children 3" x 2" pieces of construction paper and yarn.
9. Encourage the children to write or copy the nice things that they said onto their construction paper.
10. Punch a hole in the construction paper compliment and tie on a two foot piece of yarn.
11. Punch a hole in the crown and tie the compliments to the crown.
12. Allow the child to wear the crown home.

Discussion:

Every child has the need to feel special. Young children often don't recognize that everyone is different, and each one has traits that set him/her apart from others. To have the children focus their attention for a day on one child, and look for the special "nice" things about that child, helps children to recognize how another is different and helps each child to realize that he/she is different also. Verbalizing the differences seen helps the young child to put thoughts into words and begin to understand that writing is thoughts written down.

ACTIVITY 10.4
EVERYBODY SIT DOWN



What You Are Teaching:

1. To be singled out as special.
2. To practice descriptive language.
3. To apply visual and auditory acuity.
4. To develop higher level thinking skills.

Materials Needed:

None

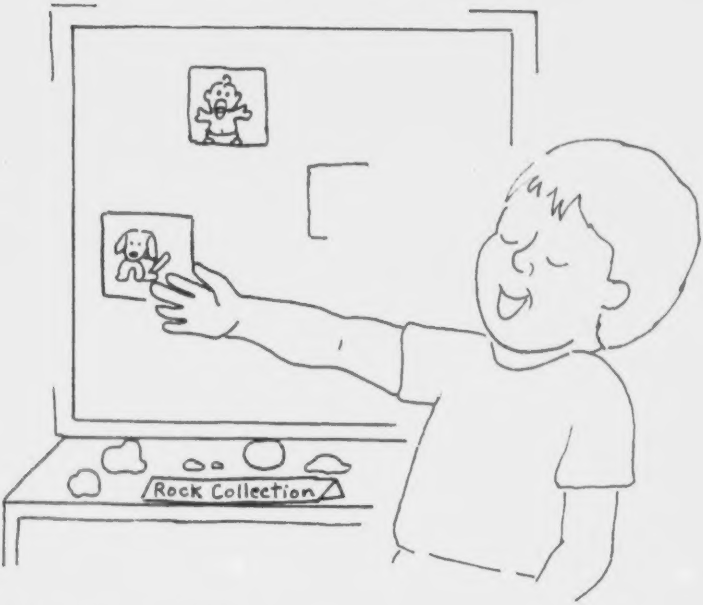
What You Do:

1. Have all the children stand in a circle and allow them to choose one child who will be "It."
2. Have "It" pick a child but not reveal the name.
3. Have "It" name one characteristic about the chosen child, such as, "The person I am thinking about has red on their shirt."
4. Have the children look at themselves carefully and have all who do not have red on their shirts sit down.
5. Have "It" name another characteristic by saying something such as, "The person I am thinking about has brown hair."
6. Have the children look at themselves carefully and have all who do not have brown hair will sit down.
7. Continue the game until only one surprised child is left standing.

Discussion:

Ask the individual children to describe to the class how they felt when they were the only one left standing. Have different children tell how they decided on the child they were going to leave standing. Was it hard to think of descriptions? Did everyone already know whether "It" was describing him/her, or did each child have to listen and then look at self to see if he/she was the one? Why is listening closely and carefully so important?

ACTIVITY 10.5
I AM SPECIAL



What You Are Teaching:

1. To be aware of one's own self.
2. To become aware of individual differences.

Materials Needed:

From each child: pictures, favorite toys, hobbies, collections

What You Do:

1. Allow a different child each time to be child of the week.
2. Display interesting things about the child that have been brought to school.

3. Display the child's collection of interesting things in a special place in the room.

In the Home:

Suggest to parents that they may use the refrigerator or some other special place to display the child's work that is brought home.

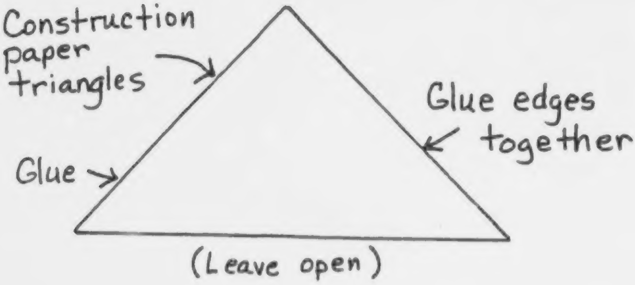
Discussion:

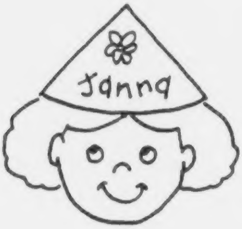
Each week talk about the things that the child has brought to school. Have the child tell the class why these items are important. Encourage other children to examine the important things the child has brought. Do all the other children find the same things important? Is there anyone that does not like what the child has brought? Emphasize in your discussion with the children that having favorite things that are different is what makes people different.

Reflection:

For activities of this sort to be truly effective, the parents must cooperate. While many parents do have a special place in their home for the child's school work, some do not. What should be taking place, under ideal conditions, is reinforcement for the child at school by recognition of what is important in the child's home environment and recognition at home for what is important to the child at school.

ACTIVITY 10.6
I COULD WRITE A SONNET


Construction paper triangles
Glue edges together
Glue
(Leave open)



What You Are Teaching:

1. To learn to share with others things that are special to you.
2. To be able to understand that other people have different likes and needs.

Materials Needed:

Construction paper, scissors, glue, felt tip pens

What You Do:

1. Help the children make individual "self hats."
2. Cut large triangles from square construction paper and glue the edges together to make a cone.
3. Decorate the hat with a bill by cutting out and gluing a crescent shaped piece of paper to the hat (if the children wish).
4. Add a lace veil, glue on a feather, or anything else the children think will make their hat special to them.
5. Writing and drawing on their hats are other ways the children can individualize their hats.
6. Have HAT DAY each day. Putting on his/her hat, the child will walk around the room while the other children sing:

   "I COULD WRITE A SONNET ABOUT YOUR SPECIAL BONNET" (To the tune of "Easter Parade")

7. Telling the class about what is special about the hat, the child will help the teacher enter into a discussion about the special hats.

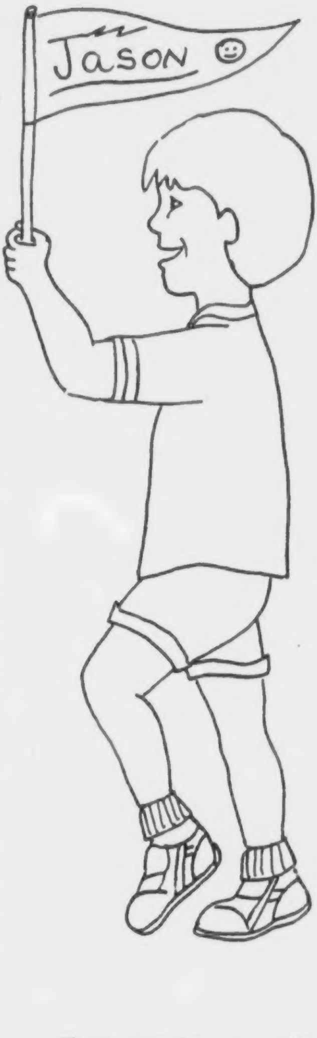
Discussion:

After the child wears his/her bonnet or hat and the special song has been sung, have a "sugar party." One child at a time, wearing his/her bonnet or hat, will sit on a chair in front of the class. Children will be given the opportunity to suggest other items that might go on the hat (bonnet). The teacher's role is to make notes on what the other children have said about each child's creation. Later, the teacher can discuss the comments the children have made.

ACTIVITY 10.7
HOORAY FOR ME!

What You Are Teaching:

1. To share with others those things that make you feel good about yourself.
2. To understand how others see you.



Materials Needed:

Colored construction paper, scissors, 18" wooden dowels, felt tip markers, old magazines, glue, a pennant drawn on the chalkboard to represent size and shape

What You Do:

1. Help the children make "Hooray for Me" pennants.
2. Pass out construction paper, and show the children how to cut out pennants like the one on the board (diagonally across a large sheet of construction paper).
3. Write, or help the children write, their names on their pennants.
4. Let the children write things about themselves, cut pictures from magazines, decorate their pennants with left-over art media, or any other things that appeal to them.

5. Share pennants with the others for their comments (always of a positive nature).
6. With the pennant laying flat, use glue to stick the wooden dowel to the pennant, and roll it slightly.
7. Allow the pennant to dry.
8. Allow the children to carry their pennants as they go to lunch or some other place in the school.
9. Display "Hurray for Me" pennants on the wall outside the door of the room.

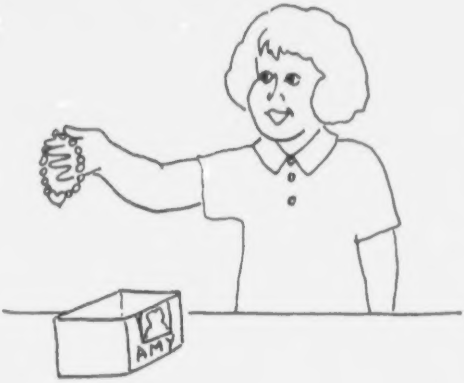
Discussion:

Have different children share their pennants with the class. Allow the children to ask questions about the pennants and why children have chosen certain things on their pennants. Ask the children where they can take their pennants. Can they take them home at lunchtime? What do the children think other people in the school think when they see everybody carrying their pennants with them?

ACTIVITY 10.8
MY BOX

What You Are Teaching:

1. To provide opportunities for children to become more aware of themselves and their uniqueness.
2. To help children better understand how others see them.



Materials Needed:

A small cardboard box for each child, a Polaroid camera, felt tip markers, glue

What You Do:

1. Talk with the children about the fact that children look different and are different for many reasons.
2. Take individual pictures of the children.
3. Allow the children to compare pictures and discuss how they are different.
4. Have the children glue their pictures on their cardboard boxes and put their names on them.
5. Ask the children to bring in something each day to put in their box that they would like to share with the children (can be a "Circle Time" activity).

6. If they would like, encourage the children to bring items to school that remind them of their friends and put what they bring in their friends' boxes.

7. Let each child find something in his/her box and show it to the class. Then they can try to guess who brought it.

8. Let the child who brought something to put in someone else's box explain why that particular item was brought and how it reminds him/her of that person.

9. Because of the amount of material the children will bring to school to share, terminate this activity in about two weeks.

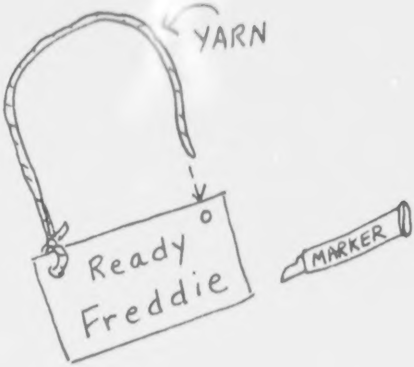
Discussion:

Of all the subjects one may choose for a discussion or to motivate children to talk, no topic can beat talking about the children themselves. Allow the children to share their pictures in small groups and talk about likenesses and differences in the pictures. Children also may bring in pictures taken of them when they were younger to compare with the present pictures. Use during the CIRCLE TIME those items the children have brought. Encourage the children to show what they have brought for their boxes and to talk about them. After the children have stopped bringing items to school, continue the activity until each child has had an opportunity to share his/her item. REMEMBER EVERY ITEM THE CHILD BROUGHT FOR HIS/HER BOX IS IMPORTANT TO THAT CHILD.

ACTIVITY 10.9
READY FREDDIE

What You Are Teaching:

1. To develop feelings of well-being.
2. To make rhyming words.

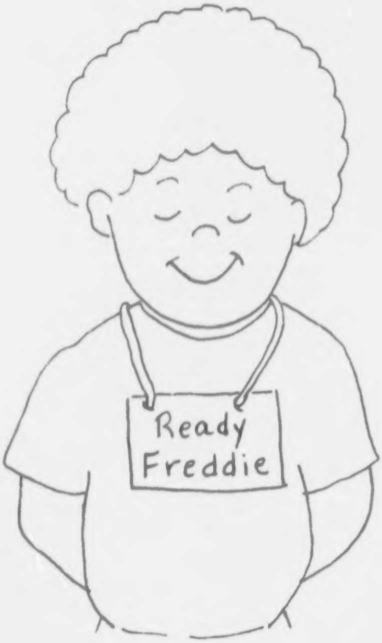


Materials Needed:

Different colors of construction paper, felt tip markers, yarn, hole punch

What You Do:

1. Cut 4" x 8" pieces of colored construction paper.
2. Punch two holes in the paper on one of the 8" sides.
3. Tie the yarn to the holes so that the sign can be worn around the neck.
4. Reinforce a child's feeling of well-being by writing on the sign an attribute such as "Ready Freddie," "Smart Bart," or "Jolly



Molly," using a rhyming descriptive word to correspond to the child's name.

Discussion:

Have the children look at the nicknames you have given them and see if they can come up with other nicknames that are positive and rhyme with their names. Talk about what rhyming means. Let a child say a word and see how many children can find a rhyming word. Talk about nicknames and how they make people feel special.

Explanation of Principle:

Rhyming is a learned skill. Some children will come to school not recognizing rhyming words. These children must be worked with until they can "hear" rhyme.

ACTIVITY 10.10
THAT'S MY NAME

What You Are Teaching:

To learn to sing about one's own qualities.

Materials Needed:

None needed but a piano would be helpful.

What You Do:

Teach the children the following song to the tune of "London Bridge is Falling Down," using their own names in the song:

I am Sam.
Yes, I am.
Yes, I am.
Yes, I am.
I am Sam.
Yes, I am.
That's my name.

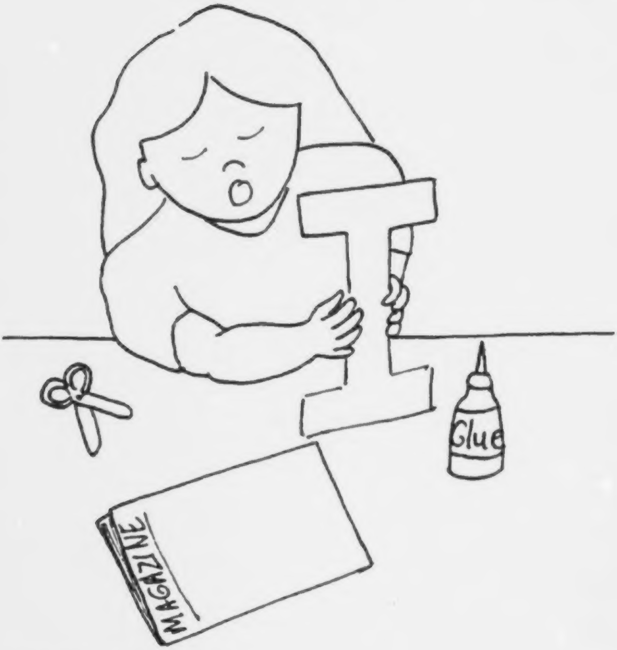
I can color, cut and draw,
cut and draw,
cut and draw.
I can color, cut and draw.
I am Sam.

I can read and write my name,
write my name,
write my name.
I can read and write my name,
I am Sam.

Reflection:

Concentration in young children should always deal with what children can do and not on correcting the things the children cannot do. Use songs and other means to celebrate a child's success. Songs used for different children do not necessarily have to be the same. The children may have different songs celebrating different accomplishments as they take place with different children.

ACTIVITY 10.11
THE BIG "I"



What You Are Teaching:

1. To develop a better understanding about self.
2. To understand the sharing of one's personality.
3. To develop trust and openness.
4. To develop verbal fluency.

Materials Needed:

Several different colors of posterboard, glue, scissors, old magazines

What You Do:

1. Give each child 1/2 sheet of their choice of colored posterboard (14" x 22").
2. Have each child cut from his/her posterboard a large "I" shape.
3. Let the children look through magazines to find pictures of things in which they are particularly interested or things that they like to do.
4. Help the children cut these items from the magazines and glue them to the Big "I" poster.
5. Encourage the children to share their "I" poster with the class and answer any questions their classmates might ask about their poster.
6. Carry the discussion of the poster Big "I" over the course of several days and share each day during group time.
7. Display the Big "I" of each child in the classroom and then later have the children take their posters home to share with their family.

Discussion:

Schedule time so that two or three children will be sharing their poster each day. The children, being aware that they are scheduled on a certain day, should bring in something that is represented on their "I." Encourage each of the children to share with the group the things he/she brought.

CHAPTER 11

INDIVIDUAL PREFERENCES

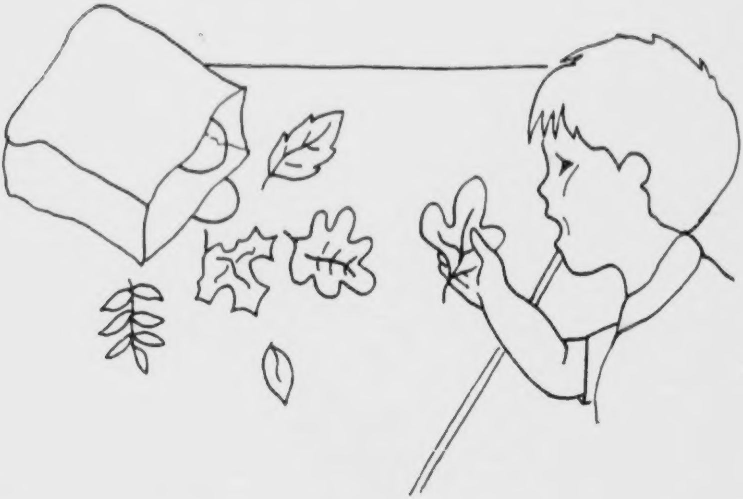
While it is critical that children learn to accept and capitalize on their strengths, just as important is to accept individual differences in others. That individual differences exist among children in school, as well as group differences, must be accepted.

In recent years we have become aware of the ethnic and cultural differences in our school population and the need to accept and enhance these differences as well. The individual differences in children need to be respected. Often the teacher's responsibility is to provide opportunities for individual differences to be expressed. Also very important is that the teacher design the curriculum to make sure children are not demeaned for differences as well as cultural traits.

Another step toward helping children develop healthy self-concepts is to teach them to be pleased about the good fortune of others. Teaching children to be empathetic toward others and to accept their individual differences can create a sense that they are worthwhile and can become an important goal and direction for their lives.

Teachers should always keep in mind that changing a child's self-concept does not mean directing attention and remediation toward the weaknesses of a child. A crucial point is that we capitalize and build on a child's strengths before we even begin to address any weaknesses that might exist.

ACTIVITY 11.1
BAG OF LEAVES



What You Are Teaching:

1. To recognize the uniqueness of each of us.
2. To be aware of likenesses and differences.
3. To become able to classify.

Materials Needed:

A bag full of leaves that have just fallen from different trees.

What You Do:

1. Pass the bag around to the children, asking each child to pick out one leaf.

2. Tell them that you want them to study their leaves so that if they were to see them again, they would recognize theirs.

3. Encourage the children to discuss the leaves among themselves.

4. Have the children return the leaves to the sack.

5. Pour the leaves back out onto a table.

6. Challenge the children to find their leaves.

7. Finding his/her leaf, each child may tell how he/she knows the leaf picked was the right one.

8. Put all the leaves back together on the table and challenge the class to sort them according to their likenesses and differences (color, shape, size, etc.).

9. Count the number of different ways in which the children have chosen to classify the leaves.

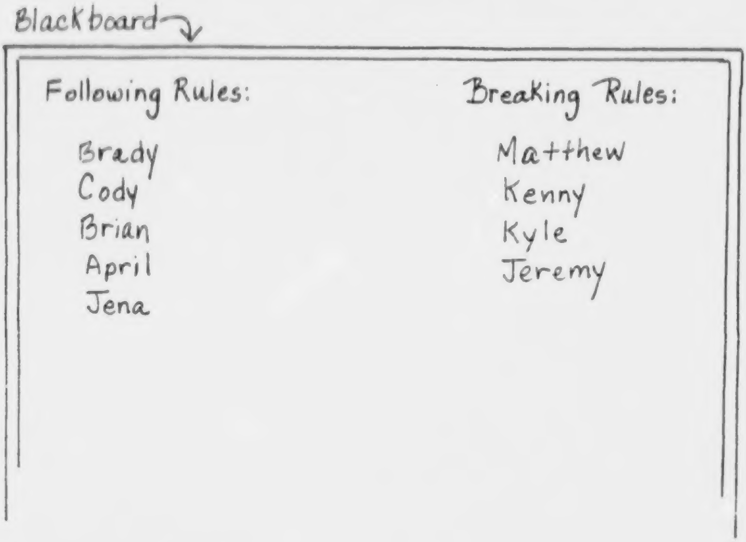
Discussion:

Although all of the leaves came from trees, in many ways they are alike and in many other ways they are different. Some trees have one color leaves (shade of green in the summer; other colors of leaves in the fall). Some trees have different shaped leaves, and even the stems are different on some leaves. What are some other ways one kind of tree may produce different leaves? Plants also have leaves, but they are different from the leaves that trees have.

Explanation of Principle:

The degree of classification that the children may use is usually limited by the developmental level of the children. One should expect a wide range of differences between 4, 5, and 6 year-old children and those who are older.

ACTIVITY 11.2
CHANGING THE EMPHASIS



Following Rules:	Breaking Rules:
Brady	Matthew
Cody	Kenny
Brian	Kyle
April	Jeremy
Jena	

What You Are Teaching:

To point out positive things about other people is a much better discipline measure than criticism.

Material Needed:

Chalkboard, copy of class rules

What You Do:

1. Gather the children together for a discussion.
2. Breaking a class rule usually results in having the offender's name put on the board.
3. Discuss with the children how it makes them feel for everyone who sees his/her name on the board to know it is there because he/she broke a rule.

4. Explain to the children that you are going to begin writing names on the other side of the board of those children who do a good job in following the class rules. (Every child does a good job in following some of the rules.)

5. Watch for children who are consistent in following some of the rules.

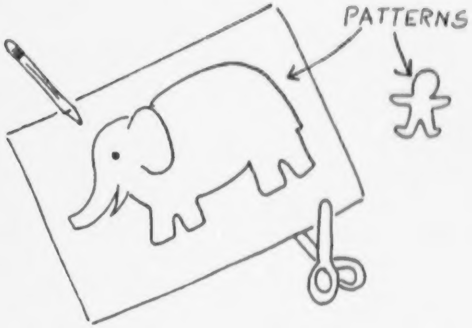
6. Put that child's name on the board, and be sure to explain why you are doing so.

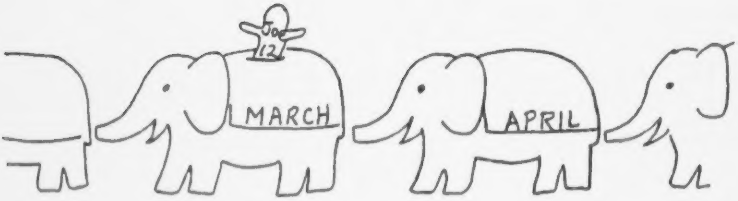
7. Give every child a chance to get his/her name on the board for something positive.

Discussion:

Discuss the rules of the classroom with the children. Ask the children's opinion of the rules. Are any of these rules ones they feel are not fair? If the children have objections to any of the rules, ask what they would do to make the rule more fair for the class. Take the opportunity to cover the rules once again. Ask different children to tell what each rule means. Discuss with the children what reward would be appropriate for those who can get their names on the board for following all the class rules five times.

ACTIVITY 11.3
CIRCUS BIRTHDAY TRAIN





What You Are Teaching:

1. To understand that different children have different birthdays.

2. To become aware that birthdays are special times.

Materials Needed:

Assorted colored posterboard, construction paper, scissors, felt tip markers, pattern of an elephant to fit on 8 1/2" x 11" paper, simple pattern of a standing person

What You Do:

1. Read a book about birthdays, such as *A Birthday for Frances*, to the children.

2. Call on the children to state their birthdays while you write them on the chalkboard or experience chart.

3. Trace and help the children cut out twelve elephants from different colored posterboard. Cut a slit in the side of each elephant.

4. Cut out a "person" from construction paper and put the child's name on it.

5. Name each elephant for a different month, January through December. Name each "person" for a child. Arrange elephants and "persons" on the chalk ledge.

6. Help the children put their "person" in the slot on the side of the correct elephant.

Reflection:

Birthdays are usually very important times for children. Most likely they receive presents at home on their birthday. Frequently, a young child, due to the child's developmental age, may not even be aware that other children have birthdays. An important aspect for decentering and the socialization process is for children to become aware that other children also have birthdays. The child must learn that these birthdays are at different times and are very special days for those children as well.

ACTIVITY 11.4
EXTRA EDITION

What You Are Teaching:

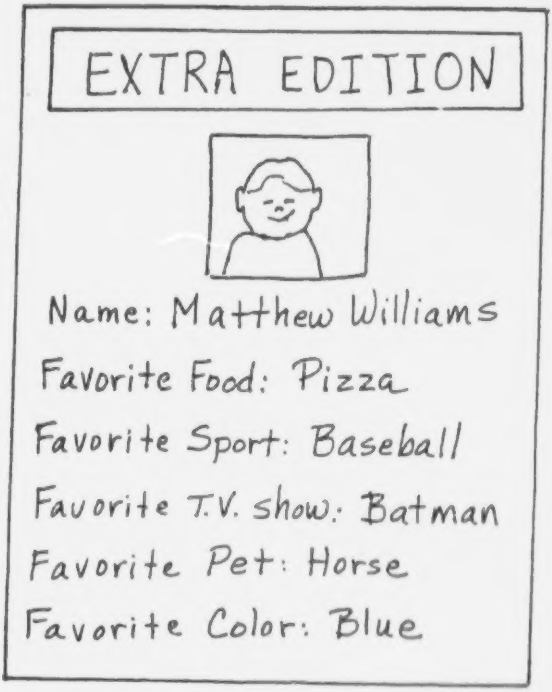
1. To have pride in self.
2. To learn that people are different and special.

Materials Needed:

Polaroid camera, ditto materials

What You Do:

1. Help the children print an "Extra Edition," a one-page newspaper that features one student each week.



EXTRA EDITION

Name: Matthew Williams

Favorite Food: Pizza

Favorite Sport: Baseball

Favorite T.V. show: Batman

Favorite Pet: Horse

Favorite Color: Blue

2. Assign five different students to be reporters each week—one for each school day.
3. Choose one child to be featured each week.
4. Let the reporters interview the student by asking such questions as, "What is your favorite sport?" or "What is your favorite T.V. show?"
5. Ask the selected celebrity to tell as much about self as he/she would like to share.

6. Collecting all the interviews, the teacher will write all this information down on a duplicating master.

7. Take a Polaroid photo of the chosen child.

8. Put the picture in a frame at the front of the room.

9. Run copies of the newspapers and send them home for the children to share.

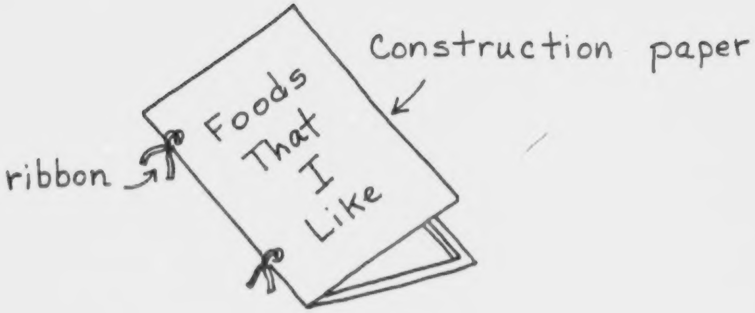
10. Using a copy machine, the picture can be included with the newspaper and copies made.

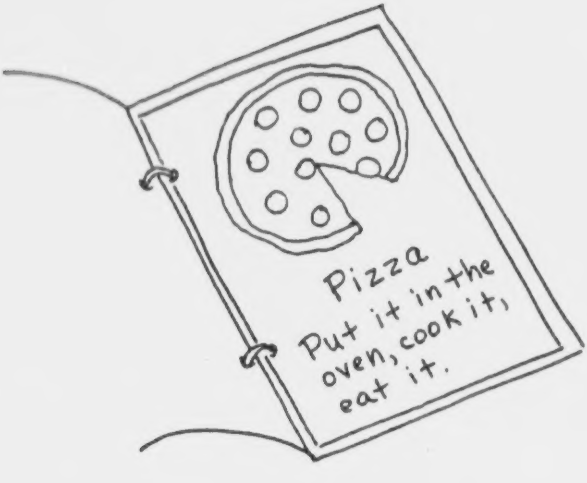
11. Selling papers around the school for six or seven cents a copy will pay for the copy paper used.

Discussion:

Talk with the children about what it would be like to be a reporter on a newspaper. Let each child tell what he/she thinks a reporter has to do. Discuss advertisements that are found in the newspapers. Spread out a newspaper and look at the advertisements. Why does the newspaper use advertisements? Should the children put advertisements in their newspaper? Discuss making one corner of their newspaper like the classified advertisements in the paper. Have two or three children volunteer to ask other children if they would like to say something in the advertisements. Ask the children if they have lost or found something at school, and put it in the paper. Talk about charging a penny to put something special in the paper. What could the class do with the money? The discussion could lead to an expanded paper that would also lead to news about people from other classes and perhaps advertisements from other classes.

ACTIVITY 11.5
FOODS THAT I LIKE


Construction paper
Foods That I Like
ribbon


Pizza
Put it in the oven, cook it, eat it.

What You Are Teaching:

1. To understand that people are different and have different tastes.
2. To demonstrate that these differences can be written.

Materials Needed:

Old magazines, catalogs, and newspapers; glue; construction paper; plain white paper; narrow ribbon

What You Do:

1. Discuss with the children their favorite thing to eat.
2. Tell the children you would like for them to find pictures of their favorite foods in the magazines and newspapers.
3. Help them to cut the pictures out and glue them neatly on pieces of white paper.
4. Gather together five or six of these pages with foods on them.
5. Use construction paper to make a back and a front for the pages.
6. Punch two to four holes through the covers and the pages of content with a hole punch.
7. Tie the book together with ribbon.
8. Ask the children to try to remember how their mothers or their fathers cook these foods.
9. Write or have the children write the recipes under each food.
10. Using the children's COOK BOOKS try to have a cooking activity each week.

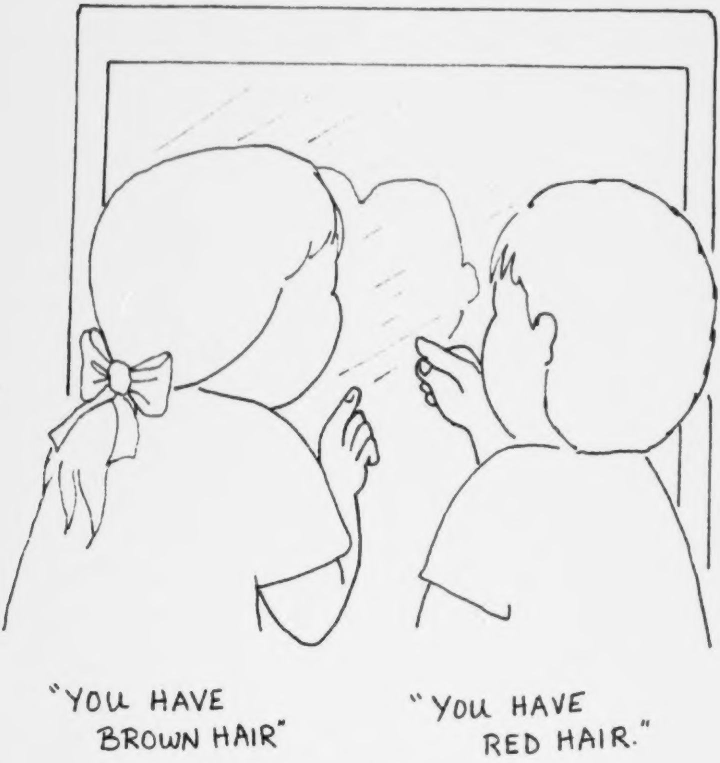
Discussion:

Children will learn that they like to eat some foods that others don't like and vice versa. Children will begin to understand that it is normal for people to like different foods. Children develop their taste for food by eating the foods their parents prepare for them. A natural expectation is to think that their parents cook the best food available.

Being asked to share the foods their parents cook by telling how they make it is a healthy self-concept builder.

Children also begin to understand that they can write (or dictate) what their parents do to prepare the foods they like, and others can follow their directions. Children feel good when they see other children eat food like their parents prepare.

ACTIVITY 11.6
HOW ARE YOU ALIKE?


"YOU HAVE BROWN HAIR"
"YOU HAVE RED HAIR."

What You Are Teaching:

1. To emphasize individuality.

2. To call attention to likenesses and differences.

Materials Needed:

Large mirror hanging on the wall or door.

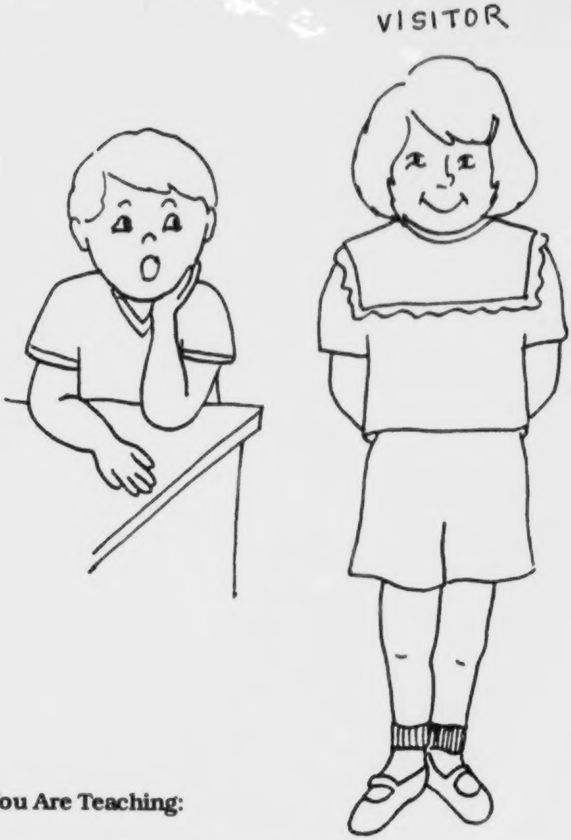
What You Do:

1. Have the children divide into pairs.
2. Have each pair stand in front of the mirror and compare things that are alike and things that are different about them.
3. Finished with this activity as pairs, have each pair stand before the mirror, and have the other children in the class point out things that are like or different.
4. Ask the pair if the class noticed anything about them that they had not noticed.

Discussion:

This discussion again centers around emphasizing the fact that likenesses and differences are among all of us. Some of these are obvious while some are difficult to detect. Talk about being able to describe the likenesses and differences verbally. A big difference exists between just recognizing that two things are alike or different and being able to tell what it is in words.

ACTIVITY 11.7
HOW PEOPLE ARE DIFFERENT



What You Are Teaching:

1. To observe differences in people.
2. To understand that all people are different.
3. To promote observational skills.

Materials Needed:

None

What You Do:

1. Have a teacher from an upper grade allow one of his/her students to come into your room.
2. Instruct the teacher to tell the child just to walk around and observe without saying anything to the children except his/her name when the children ask, as they most likely will do.
3. Call your children together, after the visitor leaves, and discuss what has just happened.
4. See if the children can describe the visitor.
5. Ask the children what they think the visitor was doing.
6. Write what the children say on the experience chart.
7. Ask the visitor to return later and stand before the class while the description the children gave is read.

Discussion:

Have the children talk about the likenesses and differences between their descriptions of the visitor and what the visitor really looked like. Talk about how we often look at things but do not note the details. Why is it important to look at things carefully? Sometimes, seeing differences between people is hard unless we look carefully. Why is noticing differences important? At this point, cultural differences may be explored.

ACTIVITY 11.8
LET'S DESCRIBE TRAVIS

What You Are Teaching:

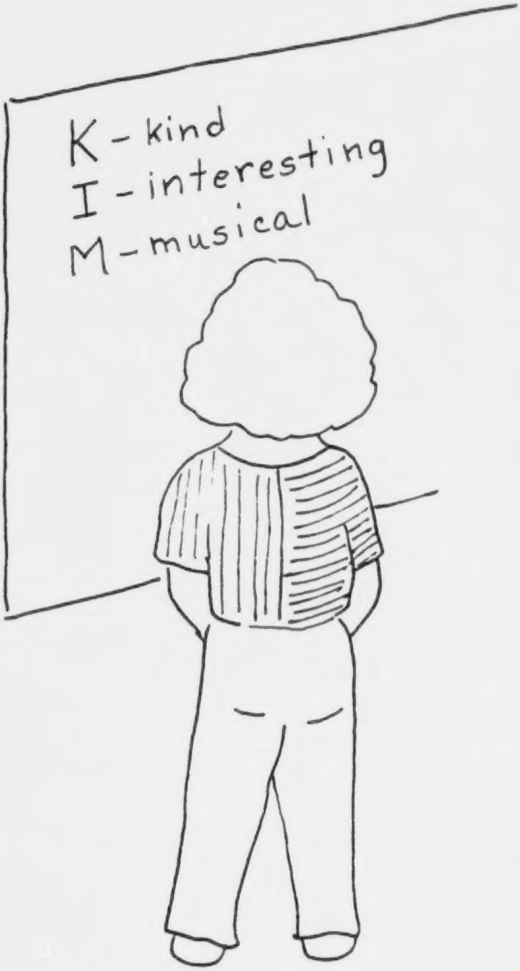
1. To learn that all people have good things that might be said about them.
2. To develop awareness of names being a part of self in a positive way.

Materials Needed:

Chalk, chalkboard

What You Do:

1. Choose a different child each day and write his/her name on the chalkboard in the following manner:



T = truthful
R = rested
A = active
V = volunteer
I = interesting
S = special

Be sure you have a list handy before you start this activity. Have an adjective list ready for each letter—maybe two!

2. Tell the children that they should find a good trait for each letter in the child's name.

3. Encourage the children to think of these, and when one is identified, write it on the board beside the right letter.

Discussion:

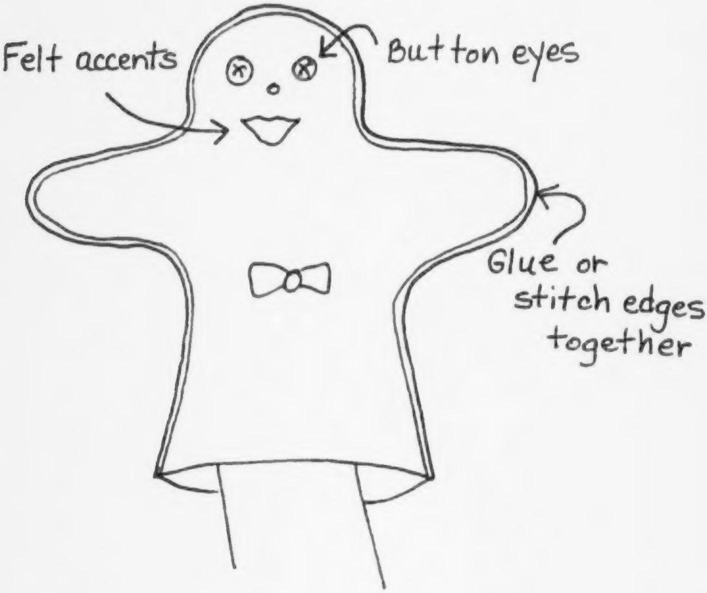
Most children are either proud of their names or not really concerned one way or another about their names. These children have just accepted their names. Many children only become aware of their names when they are exposed to a group and engage in activities that cause them to see and hear other names and their names. Always a small percentage of children already dislike their names because they have been teased by their siblings or their peers before they enter school. Another small percentage decides they don't like their names when they begin to compare names at school. By using each child's name and making each letter of the name mean something positive, children can learn to respect their names and accept them as a part of themselves in a positive manner. As this activity is repeated, children come to value their own names more and more. They also learn to value the names of other people that they find to be strange at the beginning of school.

Reflection:

Children acquire nicknames (positive) or shortened versions of their names (like Phil for Phillip) from other children at school. If the child whose name has been shortened or who has acquired a nickname *likes what the other children call him/her*, then the teacher should allow the name to be used.

As this sometimes is not acceptable by the child's parents, teachers should continue to call the child by the child's given name while allowing the children in the class to continue with the names they call the child.

ACTIVITY 11.9
LOOK AND LISTEN TO ME


Felt accents
Button eyes
Glue or stitch edges together

What You Are Teaching:

1. To reinforce the idea that each child is different.
2. To develop descriptive language.
3. To share self with others.
4. To involve parents in their child's education.

Materials Needed:

White felt squares, simple puppet patterns, yarn, glue, material scraps, felt tip markers, extras and leftovers found in the Art Center

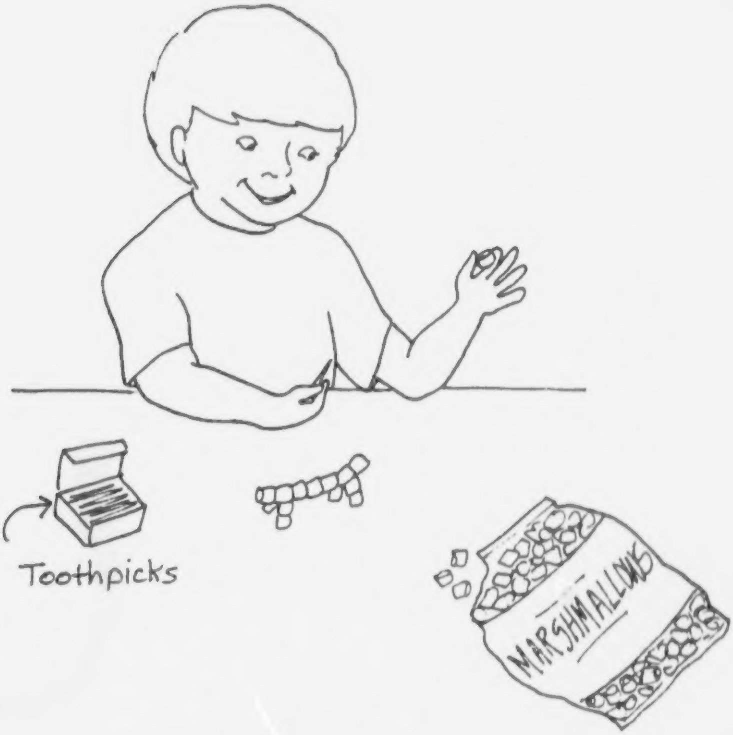
What You Do:

1. Ask each child to take home two squares of white felt on which you have helped the child trace the puppet pattern.
2. Send a note to the parent, with the material and the pattern, asking him/her to cut out and sew the puppet together and to decorate it if the parent wishes.
3. Encourage the children to decorate their puppets when they bring them back if they want to add to what has already been done.
4. Have extra puppets and decorations on hand for those children who do not bring one back.
5. Taking turns, encourage the children to have their puppets tell things about themselves that they would like the class to know.

Discussion:

Getting parents involved in their own children's education not only builds a healthy self-concept in children because they love their parents, but also builds a healthy self-concept in the parents which is transferred at home. Research tells us that a child who can speak through a puppet will reveal his/her thoughts and self with others. Much language is developed and shared through the use of puppets, and as children learn to share, a healthy self-concept grows.

ACTIVITY 11.10
MASTER BUILDERS


Toothpicks
MARSHMALLOWS

What You Are Teaching:

1. To realize that every child has a talent.
2. To recognize that others see your talents.
3. To develop small motor coordination.
4. To express creativity.

Materials Needed:

Several packages of toothpicks, several packages of mini-marshmallows

What You Do:

1. Help the children make sculptures with marshmallows and toothpicks.
2. Put a marshmallow on the end of a toothpick.
3. Add other marshmallows by sticking toothpicks into the original marshmallow.
4. Continue to add to the sculpture.
5. Allow the children to be as creative and free as they will.
6. Avoid judging their sculptures or suggesting forms. Such action is a hinderance to this activity.
7. Display the sculptures on paper outside the room with a sign that says, "From the Master Builders in Mr./ Ms.____________________'s Room."
8. Give the children an opportunity to make one to take home.

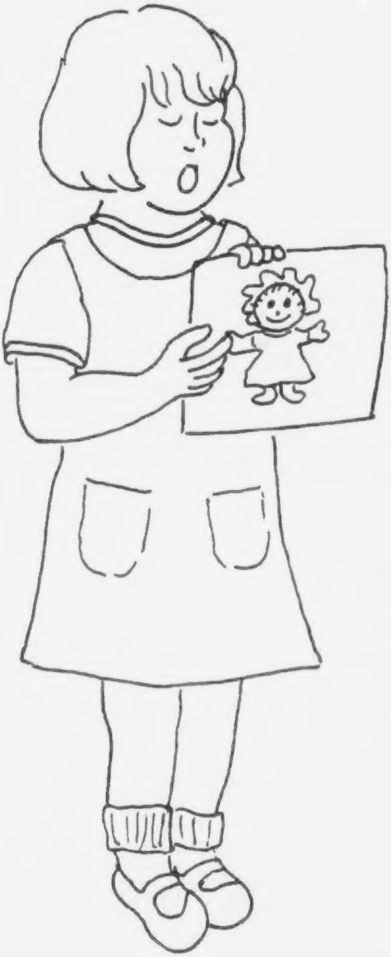
Discussion:

While the children are building their sculptures, circulate among them and answer questions or offer help. Ask different children about the process they are going through. Respond to the question, "How do I make a ____________________ ?" with "I've never made one. You seem to have a good start. Why don't you ask one of your friends and see if they know how?" Give any help that the children need. Avoid asking any child what he/she is making, while at the same time, giving plenty of encouragement for the children's work and staying on task. Encourage those children, who would like, to display their creations to the class, and discuss what they have made. Remember the sculpture still does not have to have a name to be a work of art.

Reflections:

Keep in mind that creativity can easily be stifled when children are forced to fit their creations into a narrow range of already accepted names, shapes, or concepts.

ACTIVITY 11.11
MY SPECIAL PICTURE



What You Are Teaching:

To realize that everybody is a special person.

Materials Needed:

Paper, crayons

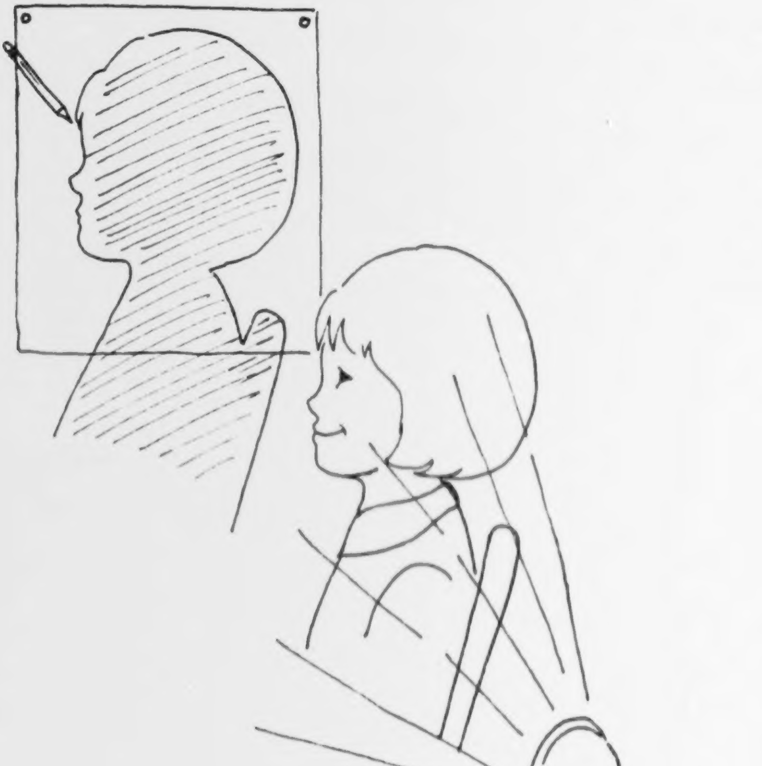
What You Do:

1. Ask each child to draw a picture of anything he/she would like to draw.
2. Explain to the children that they are going to be asked to show their pictures and talk about them.
3. As the children show their pictures, explain how each one is different because every person is different.
4. Tell the children that something is special about each one of them.

Discussion:

Often the young child has difficulty in being able to detect differences in people and the things people do. This is due to the developmental level of the young child. Children are so interested in themselves and what they can do that they really do not see that another child has done something differently. The process of decentering, or moving away from seeing self as the center of all activity, takes time and effort from the teacher. Activities that confront the child over and over with these differences help the child to decenter.

ACTIVITY 11.12
SILHOUETTES



What You Are Teaching:

Looking at likenesses in people.

Materials Needed:

Black construction paper, white construction paper, thumb tacks, scissors, glue, lamp

What You Do:

1. Thumb tack the sheet of white construction paper to the wall.
2. Place the lamp so that it will shine on the construction paper.
3. Put a chair between the lamp and the construction paper.
4. Seat a child on the chair with the lamp shining on the child's profile.
5. Look for the silhouette (shadow) of the child's face cast onto the white construction paper.
6. Trace around the outline of the silhouette with a pencil.
7. Cut out the silhouette.
8. Glue the white silhouette on black construction paper.
9. Repeat this procedure for the whole class.
10. Identify all the silhouettes with the children's names and place them on the wall.
11. Observe the likenesses and differences among the silhouettes.
12. If you wish, carry this activity further by stapling the white silhouette to black construction paper and cutting around the white profile leaving a black silhouette to mount on white paper.

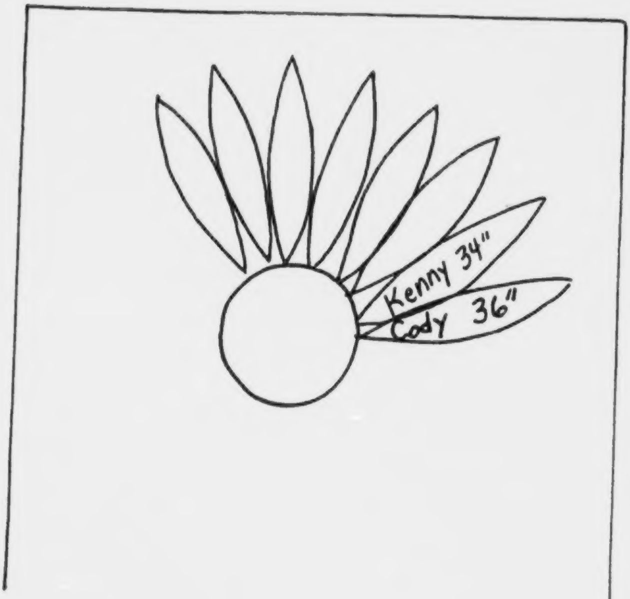
Discussion:

We call the shadow made by using the lamp a silhouette. That is because we are going to cut the shadow out and save it. If you look closely, you will be able to tell which silhouette belongs to each of our friends because it will look like them if we look at the sides of their faces. They all look a lot alike, but each one is different because it belongs to a different person.

Reflection:

When you are outside in the yard and the sun is shining, look at your shadow on the ground. Look at other people's shadows. Everything makes a shadow when a light shines on it outside. How can we make our shadows move?

ACTIVITY 11.13
SUNFLOWER SALLY



What You Are Teaching:

1. To accept that everyone is different.
2. To realize people can be different sizes.

Materials Needed:

Posterboard, felt tip markers, yellow construction paper, tape measure, a sunflower that has been picked and preserved by spraying with hair spray, brown construction paper

What You Do:

1. Draw a large sunflower, complete except for the yellow petals that are on the bloom. The center of the bloom is brown.

2. Cut the same number of yellow petals as the number of children in the class.

3. Put each child's name on a yellow petal. Then measure the child and write his/her height in inches and place that information on the petal.

4. Glue the petals on the sunflower bloom and display on the wall.

5. Illustrate the different sizes of stems (children) by putting longer stems on the flowers of the taller children and shorter stems on the flowers of the shorter children.

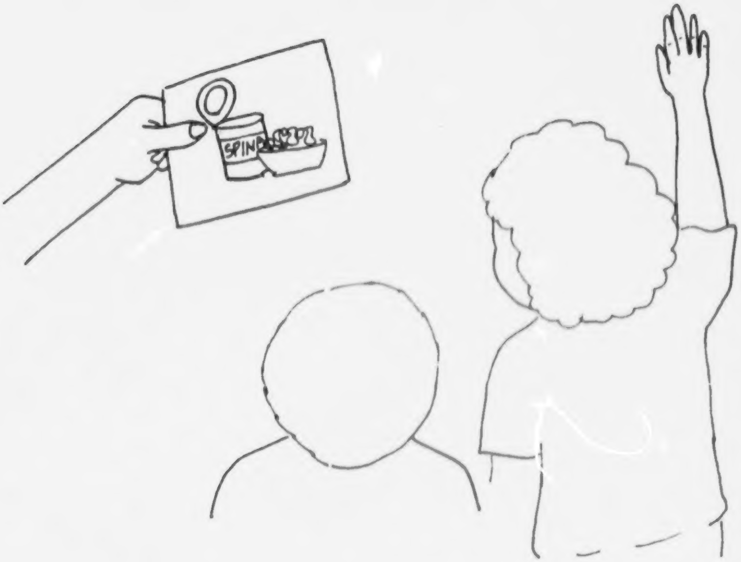
Discussion:

If your class is lucky enough to be located near growing sunflowers, take the children to see them. If not, the teacher may find some and take pictures to share with the children. Talk with the children about how the flowers are different heights. In your discussion, draw out reasons for the differences from the children. Are the shorter ones just as pretty as the taller ones? Explain how the birds use the sunflower seed for food by eating the seeds. Do the birds care if one flower is taller or shorter than another flower? Bring the conversation around to the children and talk about how some are taller than others. Does this make a difference in how well they can paint and do other things in the classroom.

Reflection:

The discussion should leave the children thinking that some people are tall and some are short. This is just natural. A person's height is neither good nor bad. Short people can do some things better than tall people and tall people can do some things better than short people.

ACTIVITY 11.14
THE STAND-UP GAME



What You Are Teaching:

1. To realize that everyone is different.

2. To realize that everyone is special.

3. To realize that everyone belongs to a group.

Materials Needed:

Pictures of different foods, toys, games, means of transportation, clothes, and other items

What You Do:

1. Seat all the children on the floor.

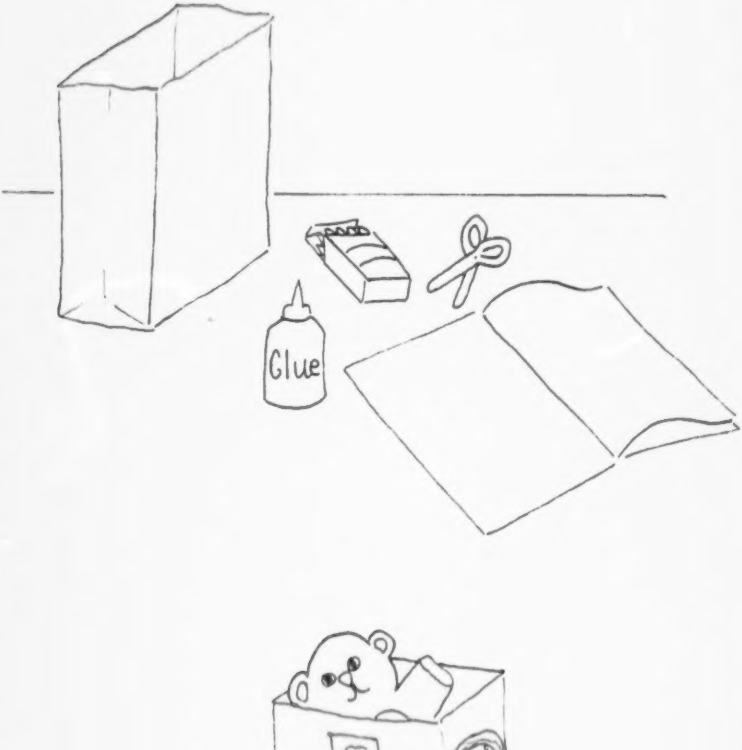
2. Hold up a picture, and ask the children who like that picture or that particular item to stand up.

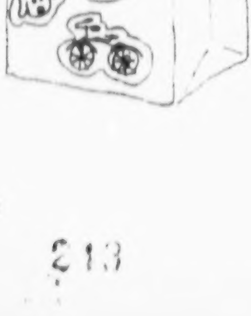
3. Repeat with the rest of the pictures and see that different children stand up.

Discussion:

Talk with the children about the way different people like different things. Help them to realize that everyone is special in some way. Show them that some children belonged to the group that responded to clothes and others responded to toys. Help them to see that one child can belong to several different groups and that several children can all belong to one group.

ACTIVITY 11.15
THIS IS MY BAG





What You Are Teaching:

1. To recognize that people are different.
2. To realize that special things set people apart.

Materials Needed:

Enough large paper bags so that each child has one bag, various pictures of foods, magazines, scissors, glue, crayons

What You Do:

1. Pass out one paper bag to each child, and tell the class that the bags will be their personal bags.
2. Tell them to decorate the bag any way they want; just be sure that what they put on the bags has meaning to them.
3. Provide the children with magazines and pictures of other favorite things so they may cut them out and glue them on their bags.
4. Send the bags home with the children. Ask each child to put a picture of himself/herself on the bag and to place three of his/her favorite things from home in the bag. Be sure to have a Polaroid camera handy in case some of the children come back without a photo.
5. Use the items the children bring from home during Circle Time, for class discussion.

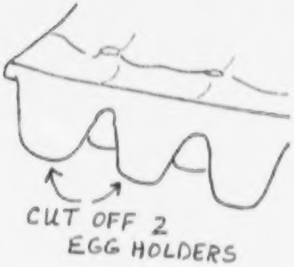
Discussion:

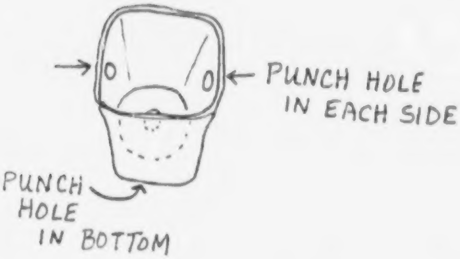
Children should talk about the items they bring from home. Why are these things important to them?

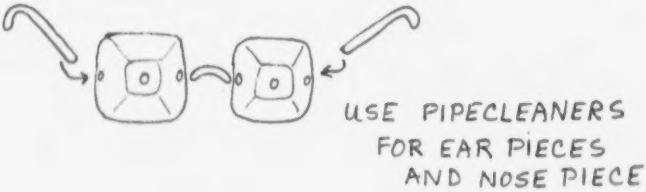
Reflections:

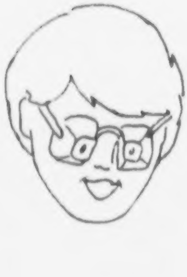
Ask the children if most of the things the others brought are things they like also. Where do children learn to like special things? Do members of their family like the same things that they like?

ACTIVITY 11.16
WHAT IS SPECIAL?


CUT OFF 2
EGG HOLDERS


PUNCH HOLE
IN EACH SIDE
PUNCH
HOLE
IN BOTTOM


USE PIPECLEANERS
FOR EAR PIECES
AND NOSE PIECE



What You Are Teaching:

1. To understand that people are different.
2. To see that people have special qualities.

Materials Needed:

Egg cartons, hole punch, pipe cleaners, scissors

What You Do:

1. Help the children make "special glasses."
2. Begin by cutting two egg cups from an egg carton.
3. Punch a hole in the end of each egg cup.
4. Punch a hole on both sides of each cup.
5. Use pipe cleaners to make ear pieces and a nose piece.
6. Allow the children to wear the glasses and "look for special things about children in the room."

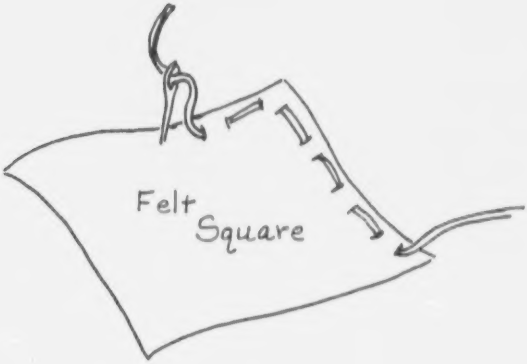
Discussion:

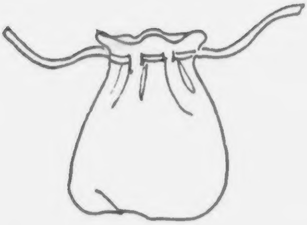
Talk with the children, and have the children talk with each other about the things they can see about other people when they wear their "special glasses." Discuss the purpose of the glasses which is to look for special qualities in other people. Children should look for positive traits in other people that they might not see if they didn't have on their "special glasses." Children should share the nice things they see.

Reflection:

If we really take time out to look carefully at people, we will find many good things about everyone.

ACTIVITY 11.17
WHAT MAKES ME FEEL GOOD?





What You Are Teaching:

1. To understand that all people have things that make them feel good.

2. To understand that different things make different people feel good.

Materials Needed:

Square pieces of flannel cloth; large eyed needle; yarn; old magazines; scissors

What You Do:

1. Have all the children make "feel good bags."
2. Lay the flannel flat.
3. Use the needle to punch holes all around the outside of the flannel (care must be exercised and some children may need help).
4. Run the yarn through the holes so that the yarn may be pulled tightly making a cloth bag (pouch).
5. Discuss with the children what makes them feel good, and record their sayings on the experience chart. For example: John says, "Petting a kitten makes me feel good." Let John search for a picture of someone petting a kitten to put in his bag.
6. Learning to share with others those things they know will make the other children feel good, fosters a positive self-concept among the children.
7. Encourage the children to write about the things that make them feel good. Maybe they would like to make a book.
8. Talking about the special things a child has in his/her bag is beneficial to the child and the group.

Discussion:

The more discussion that can be elicited from the children about good feelings, the more good feelings they will have. When a child speaks about something that is special, and makes them feel good, extend the conversation. Ask more questions on the subject and encourage the other children to ask questions.

Reflection:

When children, who come from a home environment that does not enhance self-concept, are placed in a happy and relaxed classroom, they have a much better chance in school than those children who come from a cold environment into a disinterested and cold classroom.

CHAPTER 12

LEARNING NAMES

Children's actions are based on their perceptions of themselves and the external world. These first perceptions are sought as the child interacts with the family, and then develops and enhances as the child's world expands. Children strive to be unique and to see themselves as unique.

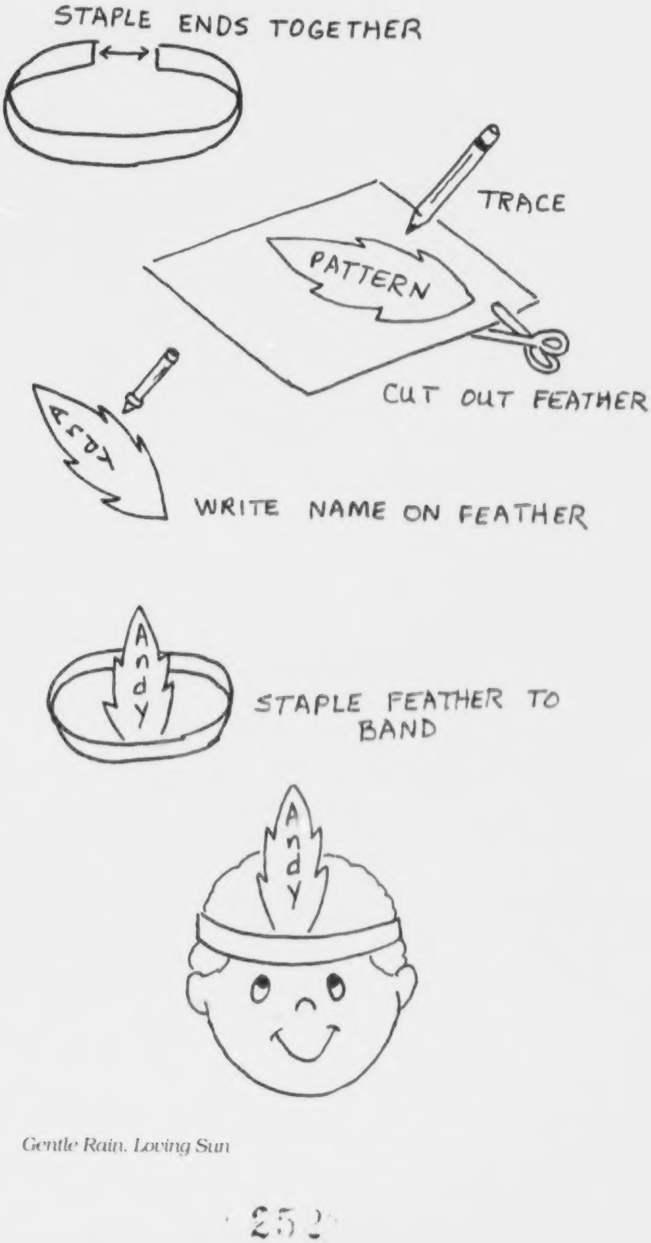
Names, the learning of one's own name, being labeled by a name, and knowing the names of others rank high among factors considered important in a developing self-concept. To be identified by a name is to be recognized.

While still very egocentric, very young children view the world as "me." They think the sun rises for "me." As children grow older and continue to develop, their perception of the world changes. They begin to place others as primary identities also. The child begins to consider the "I," especially when dealing with abilities and actions. The "I am" and the "I can" factors become very important in the child's life.

At this time, the identification of the "I" is important to the child. Before, a name was only something to be used to refer to a "me." Now, the name refers to the identity of the child, and for the child that identity includes all of his/her capabilities, feelings, and total self.

When children are in group situations, the identification by name gives the child a sense of importance. All work should be labeled and identified.

ACTIVITY 12.1
FEATHER NAMES


STAPLE ENDS TOGETHER
TRACE
PATTERN
CUT OUT FEATHER
Andy
WRITE NAME ON FEATHER
Andy
STAPLE FEATHER TO BAND
Andy

What You Are Teaching:

To realize the importance of individual names.

Materials Needed:

Construction paper, feather patterns, stapler, scissors, felt tip marker

What You Do:

1. Help the children construct Indian headbands.
2. Show the children how to cut out a strip of construction paper.
3. Give each child a feather pattern to trace several times.
4. Cut out the colored feathers.
5. Print or dictate each child's name on the feathers and staple them to the headbands.
6. Staple ends of the headband together.
7. Sing the following song to the children (make up your own tune):

   If your name is like
   The one I call,
   Please stand up, please stand up.

   Call out the name of a child in the class.

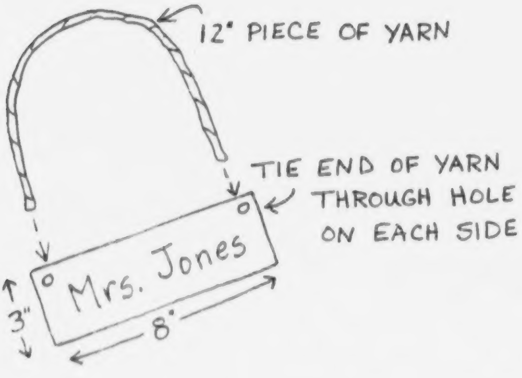
   If your name is like
   The one I call,
   Please stand up, please stand up.

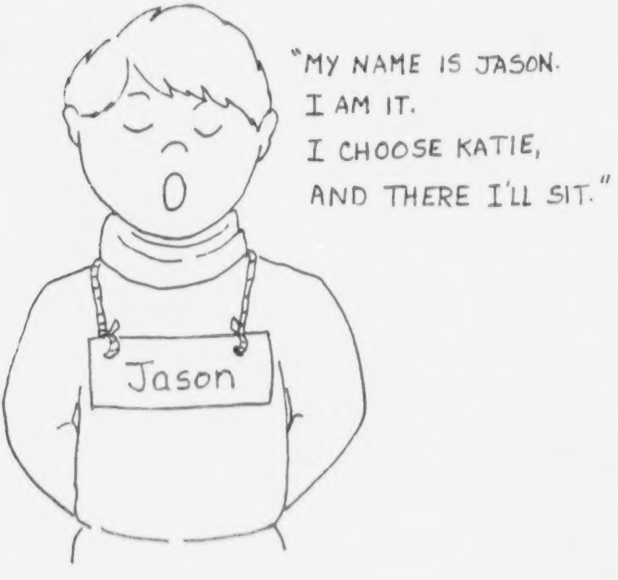
   Call out the name of another child in the class.

   As the children learn the song, have them join you in singing.

8. Seat the children and begin singing as the children join in. Sometimes call a name that is similar to one of the children's names. As their names are called, the children will stand up to be recognized by the class.

ACTIVITY 12.2
GETTING TO KNOW YOU


12" PIECE OF YARN
TIE END OF YARN THROUGH HOLE ON EACH SIDE
Mrs. Jones
3"
8"


"MY NAME IS JASON.
I AM IT.
I CHOOSE KATIE,
AND THERE I'LL SIT."
Jason

What You Are Teaching:

1. To learn names of classmates.
2. To understand that names may sound and look different.
3. To recognize the relationship between print and language.

Materials Needed:

Construction paper, yarn, scissors, hole punch, felt tip markers

What You Do:

1. Let the children observe the name necklace you have made for yourself.
2. Make it by using an 8" x 3" piece of construction paper on which you have written your name.
3. Punch holes in the top edge at the ends of the construction paper and tie one end of a 12 inch piece of yarn to a hole.
4. Do the same with the other end of the paper and the yarn.
5. Tie the yarn together at the back of your neck.
6. Pass out construction paper, scissors, yarn, and pens for the class to use making their necklaces.
7. Play the following game: The children should sit in a circle with a little space between them. One child is chosen to be "It."
8. Have "It" to stand in the middle of the circle, have each child say the following rhyme:

My name is ____(child's name)____.
I am "It."

I choose ___(name of another child)___,
And there I'll sit.

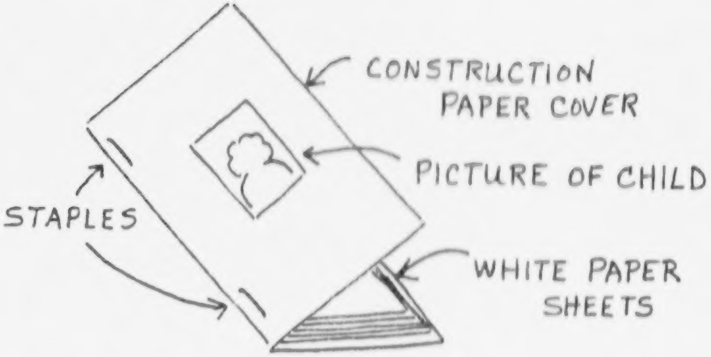
9. Have the newly identified "It" stand in the middle of the circle.

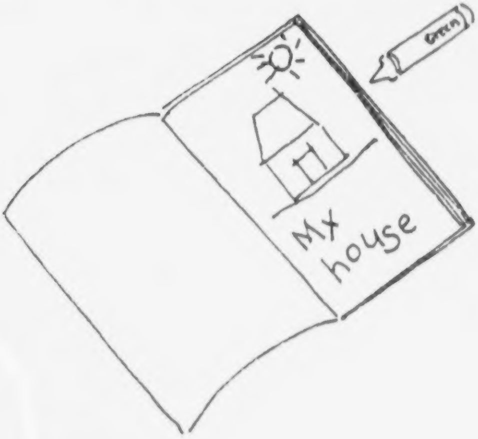
10. Play the game until each child has been chosen to be "It."

Discussion:

Our names are very special. We call each other by our names. Names also can be written. When we write our names, other people can read our names and know who we are. Names are words. If we write a word, then we can read it. When we read a book, we are reading words that have been written. If we can say a word, the word can be written and someone can read it.

ACTIVITY 12.3
HERE WE ARE


CONSTRUCTION PAPER COVER
PICTURE OF CHILD
STAPLES
WHITE PAPER SHEETS


Green
My house

What You Are Teaching:

1. To make the children feel that they are an important part of their class.

2. To learn each other's names.

Materials Needed:

Polaroid camera, assorted colored construction paper, scissors, glue, cellophane tape, plain paper, stapler

What You Do:

1. Take two Polaroid pictures of each child in the class.
2. Mount the pictures on different colored construction paper squares.
3. Write each child's name on the colored paper square.
4. Tape the mounted pictures on the wall and around the doorway of your room.
5. Write on construction paper: THIS IS OUR CLASS.
6. Put the sign above the door.
7. Fold five pieces of regular 8 1/2" x 11" pieces of paper in half.
8. Cover them with a piece of colored construction paper folded in half and staple together.
9. Mount the second Polaroid picture on the front of the book.
10. Encourage the children to draw, color, write, and dictate in their books. Keep the books on a special shelf where the children can look at each other's books.

Discussion:

What can you say about yourself in your book? What ways do you think you are different from other children? Have the children cut pictures from magazines that tell something about them. Children also may color pictures and write or dictate about themselves and things they like to eat, like to do, or other facts about themselves. Children may hold small group discussions to talk about one another to get ideas about what others think should be in their books.

ACTIVITY 12.4
STILL LEARNING NAMES

What You Are Teaching:

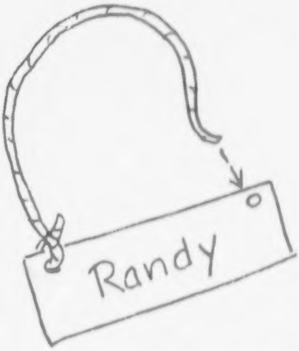
1. To pay attention to detail.

2. To recognize individual differences.

3. To develop name and word recognition.

4. To encourage critical listening.

5. To develop higher level of thinking skills.

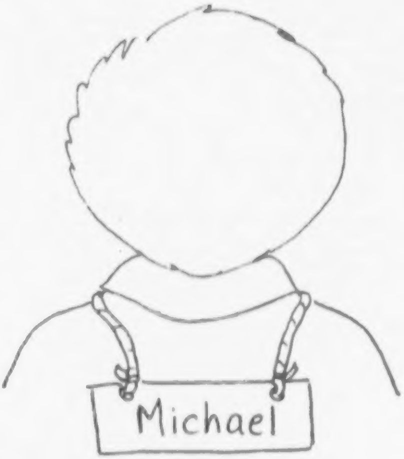


Materials Needed:

Tagboard, yarn, hole punch, felt tip pens

What You Do:

1. Ask the children, with your help, to make name tags by putting their names on tagboard, punching holes, and stringing the signs with yarn.



2. Have all the children exchange name tags and put them around their necks with the names hanging down the back.

3. Choose one child to be "It" and stand in the middle of a circle with the children facing the outside of the circle.

4. Choose one name by describing the child, such as "Michael has on red socks and green pants."

5. Figuring out that he is the child being described, the child says to "It," "My name is not Michael, my name is ______________________________."

6. Swapping signs with the real Michael, the child says:

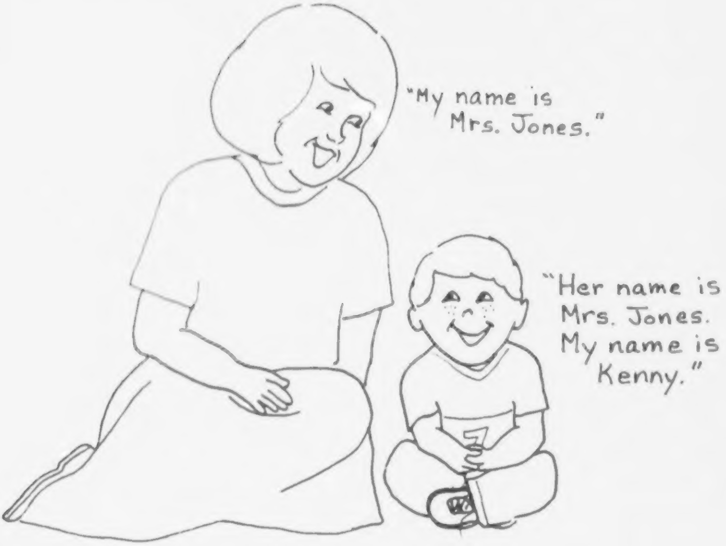
> "This is my name; it's on my sign.
> You have one, too; but it's not like mine."

7. Continue the game until all names have been returned to their rightful owners.

Discussion:

Talk to the children about how a person can "paint" a picture of something using words. Discuss listening critically to what someone says to help us solve a problem. Ask the children if they could see a person in their minds as "It" talked about what the person had on. Who had already guessed who "It" was talking about before the child being described knew it? How did they know?

ACTIVITY 12.5
WHAT'S YOUR NAME?


"My name is Mrs. Jones."
"Her name is Mrs. Jones. My name is Kenny."

What You Are Teaching:

1. To help children learn each others' names.

2. To promote oral communication.

3. To make the children feel good about themselves.

Materials Needed:

None

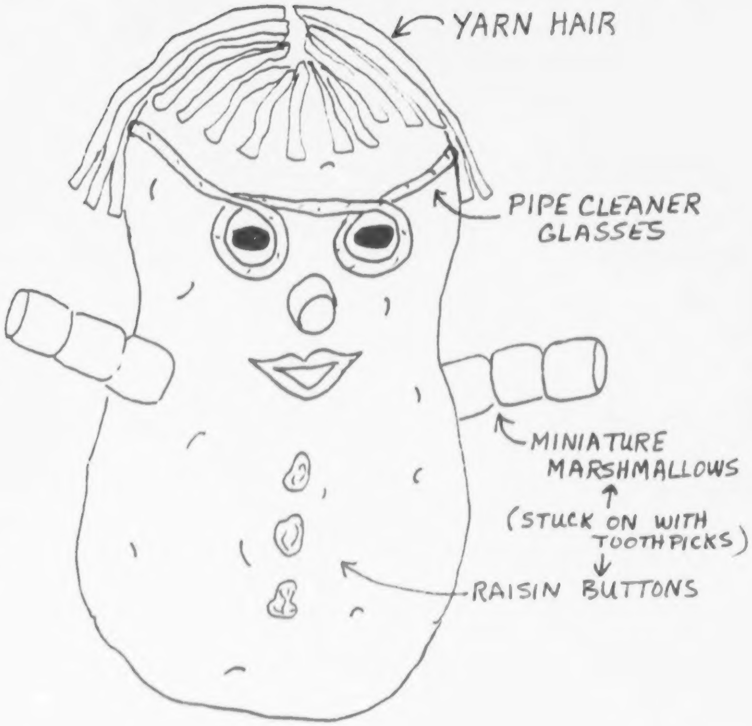
What You Do:

1. Seat the children in a circle on the floor.
2. Seat yourself in the middle of the circle.
3. Begin by saying, "My name is ______________________."
4. Following your example, have the first child you point to say, "His/her name is ______________________ and my name is ______________________."
5. Continue around the circle, to the left of the first child, naming the child on your right and then your own name.
6. Later on, add to this activity by having each child name a favorite food, music group, TV program, etc., and follow the same practice.

Discussion:

Talk about how names are different and how each person owns his/her name. Where did the children get their names? Names make people special. Ask the children if they like people to call them by their names. Ask the children about nicknames. If some of the children have nicknames, ask them if they know from where their nicknames came. Have the children ask their parents and report back to the class about their nicknames. Continue having this type of activity until all the children know each other's names. As indicated, this activity can be extended to include other special facts about the children. The game can be continued on an "off and on" basis as long as the game holds an interest for the children. Discontinue using the game when the children begin to show signs of disinterest.

ACTIVITY 12.6
WHO WAS THAT POTATO?


YARN HAIR
PIPE CLEANER GLASSES
MINIATURE MARSHMALLOWS
(STUCK ON WITH TOOTHPICKS)
RAISIN BUTTONS

What You Are Teaching:

1. To recognize differences in like items.
2. To verbalize differences.
3. To exercise small motor control.

Materials Needed:

Potatoes for each child, toothpicks, raisins, mini-marshmallows, colored paper, assorted materials for decorating a potato person, yarn

What You Do:

1. Make a model of yourself, using a potato, before class.
2. Use yarn for hair, pipe cleaners for glasses, etc.
3. Emphasize characteristics about yourself that will remind the children of you.
4. Show your potato to the children, and have them try to tell why the potato you have decorated reminds them of you.
5. Tell the children that you would like for them to play a game in decorating their potatoes.
6. Tell them to choose someone else in the room, without telling names, and see if they can decorate their potatoes so that it will remind the other children of that person.
7. Answer questions and make suggestions.
8. Let the children show their finished potatoes and talk about the features.
9. Urge the children to guess who each potato is supposed to be.

Discussion:

Everybody has something about them that sets him/her apart from others. Having children look for these special things in others helps them to realize that they too have actions that people can see in them that are special.

This causes self-examination in children and could lead to a decrease in anti-social behavior and encourage more social behavior. A healthy self-concept is fostered as a child makes changes in behavior.

Successful use of the small motor control in creating their potato persons builds on a healthy self-concept by the feelings that success gives children.

CHAPTER 13

LEARNING RESPONSIBILITY

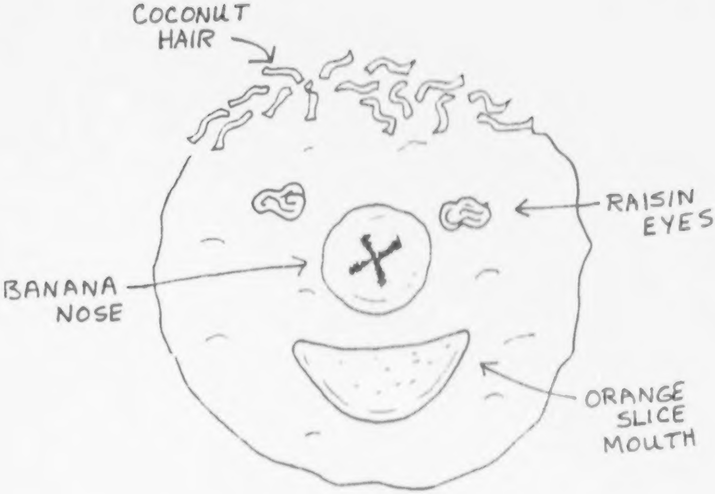
Teaching responsibility to young children should come early in their lives. Of course, this teaching has a lasting benefit toward raising a responsible child; however, the major side effect is the effect it has on self-concept. Children, who are taught and expected to have certain responsibilities in the home, gain in two major ways.

First, as a child is struggling with the developing autonomy, having responsibilities to the family establishes the child's place in the family. The child acquires the feeling that he/she not only is an important part of the family, but also has a major contribution that allows the family to function.

Secondly, the child receives praise and appreciation for his/her contribution. Naturally, the assigned responsibilities must be within the child's capabilities. Every effort toward completing the assigned responsibility must be noticed, and the child should be praised for his/her efforts. Parents must recognize that mistakes will happen, and expect them, for young children are still learners.

The same principle applies to the classroom. Here the children must learn that while they are individuals first, they are also members of a group and have certain responsibilities. The self-concept blooms as the child finds his/her efforts contribute to the group and that others recognize and appreciate his/her efforts. Teachers, like parents, recognize the capabilities of the child, and the whole group accepts the mistakes of others while they are learning.

ACTIVITY 13.1
A "ME" COOKIE


COCONUT HAIR
RAISIN EYES
BANANA NOSE
ORANGE SLICE MOUTH

What You Are Teaching:

1. To gain pride in accomplishments.
2. To develop independence.
3. To learn facial features.

Materials Needed:

Packages of unbaked cookies, chocolate chips, raisins, shredded coconut, orange slices, bananas, cherries, toaster oven, cookie sheets

What You Do:

1. Have the children help prepare "Me" cookies.

2. Allow the children to separate the cookies and put them on the cookie sheets.

3. While under ***close supervision,*** have the children put the cookies in the oven to bake.

4. Bake enough cookies so that each child will have at least two (one to eat and one to take home).

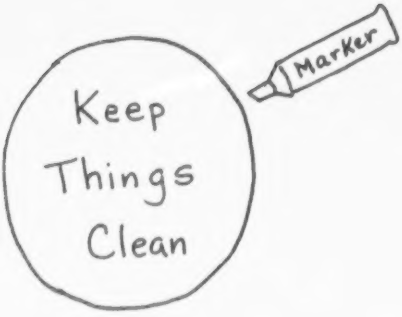
5. Ask the children to use the various decorations to create faces on their cookies.

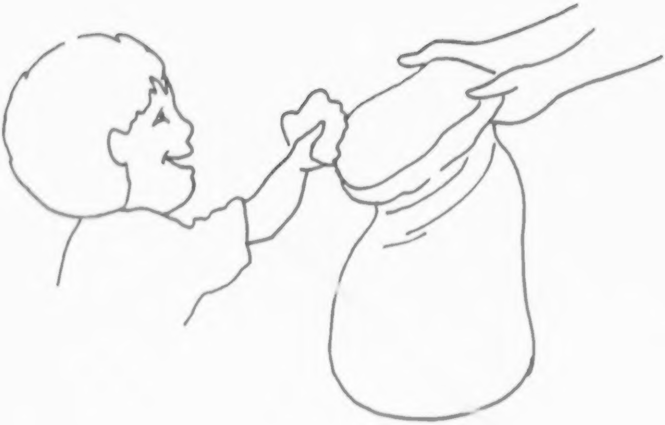
6. Suggest that they might like to use shredded coconut for hair, raisin eyes, sliced banana nose, orange slice mouth, etc.

Discussion:

Ask the children to share within small groups, or with the class as a whole, how they decided what expressions to put on their cookies. Did they put expressions on the cookie that represent how they feel now? Talk to the children about making their own cookies. How does it feel to be able to make everything themselves, even the baking? Allow different children to tell how they decided which decorations to use for features.

ACTIVITY 13.2
CLEANING UP


Marker
Keep
Things
Clean



What You Are Teaching:

1. To give children a feeling of pride.
2. To help children keep the environment clean.

Materials Needed:

Large garbage bag, yellow construction paper, safety pins, felt tip markers, posterboard, glue

What You Do:

1. Ask the custodian to come to your class and talk to the children about his/her job (keeping the school clean).
2. Have the custodian tell how the job is done.
3. Tell the children that keeping the outside of the school clean is just as important as keeping the inside clean.
4. Talk about how people should always put trash in containers, but not all people do.
5. Explain the value that could be gained if the class would pick up on the outside of the school.
6. Take the children outside and choose certain areas of the playground to be "picked-up" at a time.
7. For safety's sake, tell the children that when they find trash to wait for the teacher to bring the bag to pick it up.
8. When the bag is full, save some suitable objects to make a collage.
9. Take the trash inside and weigh it on the scales.
10. Help the children cut yellow circles and write on the circles KEEP THINGS CLEAN.

11. Pin the badges (circles) on the children for doing such a good job.

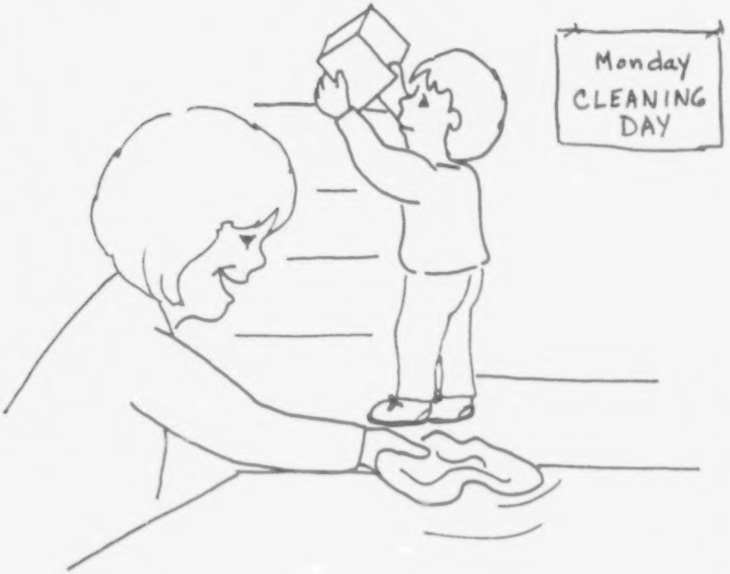
Discussion:

Ask the children to imagine how the playground would look if this much trash was added to the playground each year. Have the children volunteer ways that trash can be kept off the playground (put in litter barrel, taken inside, etc.). Ask the children if they can tell you (without looking) where the litter barrels are on the playground. Would the playground be cleaner if more barrels were available?

Extend the Activity:

Suggest to the children that maybe having more barrels would keep the playground cleaner. Have the class write a letter to the Principal asking for more barrels. Seat the children in front of the experience chart and compose a letter to the Principal together. After the children have composed the letter, copy the letter from the experience chart, type it, show it to the children, and then mail it to the Principal.

ACTIVITY 13.3
COME AND SEE US IN OUR ROOM



What You Are Teaching:

1. To nourish feelings of self-assurance.
2. To display feelings of accomplishment.

Materials Needed:

Cleaning materials such as soap, water, wax, polish, rags, old clothes, etc.

What You Do:

1. Have the children prepare their room especially well for "Open House."

2. Plan with the children what needs to be done on cleaning day.

3. Tell the children to wear old clothes for cleaning day.

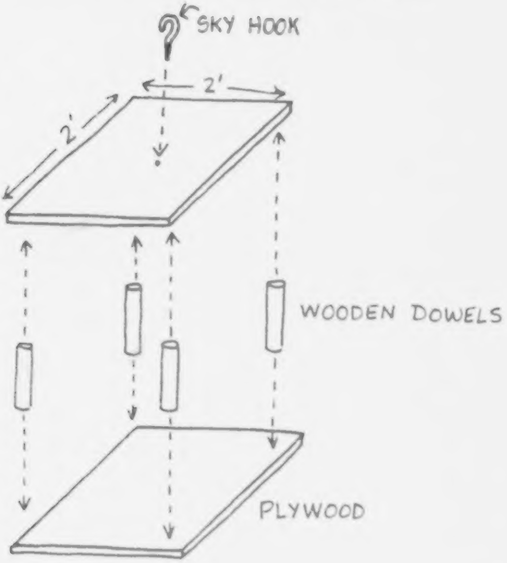
4. Tell the children to wear their favorite clothes for "Open House."

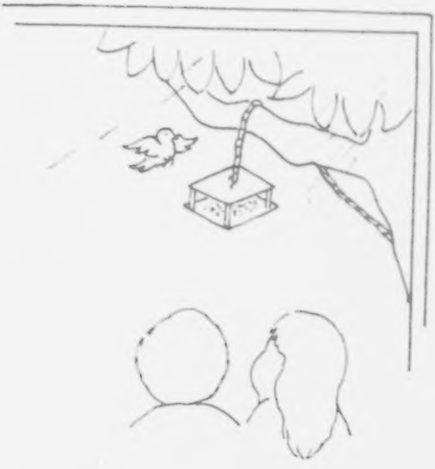
5. Display art work on the walls, decorate room with flowers, and treat guests to mints and soft background music.

Discussion:

Young children often have difficulty in taking responsibility for their own actions. They most often do not realize that actions they take affect their lives and the lives of others. As the children work to clean and decorate their room, they begin to understand that they are making a difference in the room. When children receive compliments, as they surely will on their room, it directly affects their self-concept as they realize that what they have done is recognized and appreciated by others.

ACTIVITY 13.4
FEEDING THE BIRDS


SKY HOOK
2'
2'
WOODEN DOWELS
PLYWOOD



What You Are Teaching:

1. To learn the value of animal life.
2. To take responsibility for preserving animal life.

Materials Needed:

Two 2' x 2' pieces of plywood, four 12 inch wooden dowels, sky hook, rope, glue, tree with a low limb visible from the classroom, bird food

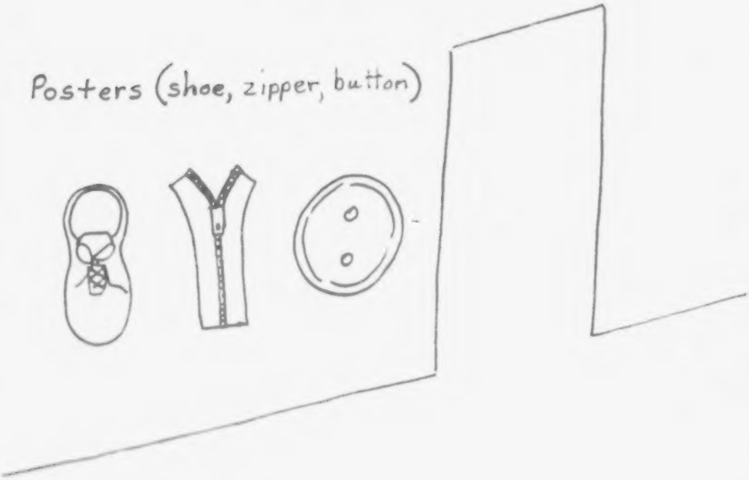
What You Do:

1. Glue one end of a dowel to one of the four corners of the plywood. Repeat with the other three corners and the other three dowels.
2. Allow the four dowels to dry overnight.
3. Glue the other ends of the four dowels to the other corners of the other piece of plywood.
4. Screw the sky hook into the center of the top side of the top piece of plywood.
5. Tie a rope to the sky hook.
6. Find the tree you plan to use.
7. Toss the free end of the rope over a low branch of the tree.
8. Secure it with a weight or tie it to another limb.
9. Fill the feeder with seed, corn, and/or bread crumbs, and then raise it back to its original position.
10. Assign different children the responsibility of untying the rope and lowering and raising the bird feeder daily.
11. Observe the feeder from the classroom each day.

Discussion:

Why is it hard for birds to find food in the winter? Why do you think we should feed the birds? When we put food out each day and the birds come to the feeder to eat, they expect food to be there. Once we start feeding the birds everyday, why is it necessary that we continue? Sometimes we may be in a hurry to do something else, but what is our first responsibility? If you have a responsibility to feed the birds, what does that mean?

ACTIVITY 13.5
I CAN DO IT!



What You Are Teaching:

1. To help children recognize progress made.

2. To motivate children through reward.

Materials Needed:

Colored posterboard: pattern of a large shoe with laces; a large zipper; a large round button; and a large pair of scissors; construction paper; scissors; safety pins

What You Do:

1. Cut the items listed in "Materials Needed" from different colored pieces of posterboard and mount them on the wall of the classroom.

2. Cut from construction paper enough small shoes, zippers, pairs of scissors, and buttons so that each child will have one of each.

3. Test all of the children on an informal basis to determine if they have these skills.

4. Working with small groups of children, help those who have not mastered these skills.

5. Announce to the children that you are available for them to show you that they possess the skills.

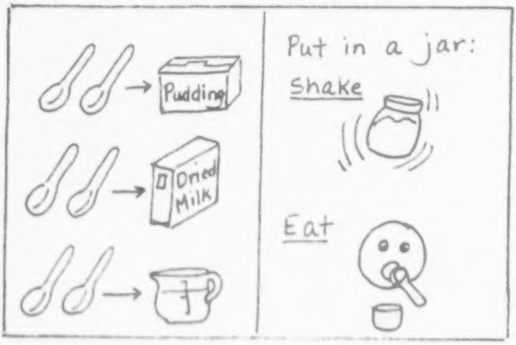
6. Post the name of each child on the poster after he/she has demonstrated mastery.

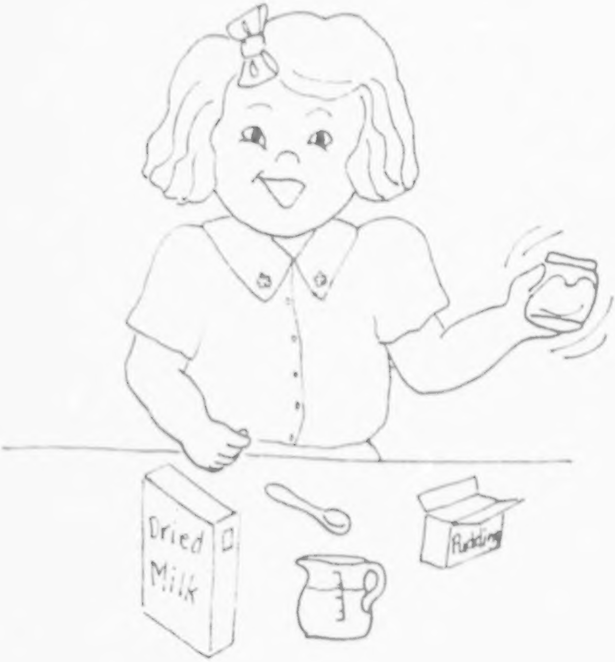
7. Award a miniature of the poster of the skill to the child after he/she has proven mastery.

Reflection:

Because of the pressure to teach the mastery of academic skills, often basic skills are overlooked by the teacher. These basic foundational skills that are the responsibility of teachers of young children. Often the teacher measures his/her success by the number of children who have mastered academic skills early. Administrators also use this same criterion to judge the effectiveness of the teacher. However the teacher must realize what conclusions are drawn when a child, who has mastered basic academic skills, is unable to tie a shoe or button clothes. These children will surely be ridiculed, and ridicule destroys a healthy self-concept.

ACTIVITY 13.6
MAKING MY OWN SNACK


Pudding
Dried Milk
Put in a jar:
Shake
Eat


Dried Milk
Pudding

What You Are Teaching:

1. To take responsibility for self-action.
2. To follow directions.

Materials Needed:

Several packages of pre-sweetened instant pudding in several flavors, instant dried milk, water, baby food jars with lids, large posterboard, felt tip pens, measuring spoons

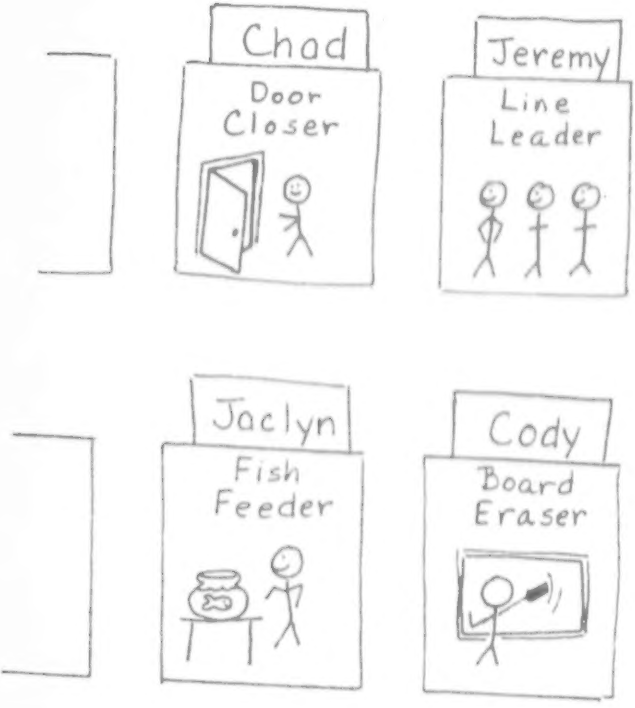
What You Do:

1. Have the children prepare their own snacks during Snack Time.
2. Put enough baby food jars with lids on the table so that each child will have one.
3. Lay out several packages of the pudding mix, measuring spoons, water, and dried milk.
4. Put pre-prepared directions that you have printed and drawn on posterboard on the table.
5. Explain the directions to the children.
6. Use two teaspoons of pudding mix, two teaspoons of dried milk, and two teaspoons of water for each child.
7. Place all ingredients in a baby food jar and place the top on tightly.
8. Shake vigorously until pudding is formed.
9. EAT AND ENJOY YOUR OWN CREATION.

Discussion:

Ask the children why they chose the flavors they did. Ask them if they have all tasted the other flavors and know that they like the taste of their choice best, or if they chose one they hoped was good. Discuss the way the ingredients changed after they were mixed and shaken. What happened to the water?

ACTIVITY 13.7
RESPONSIBILITY CHART


Chad
Door Closer
Jeremy
Line Leader
Jaclyn
Fish Feeder
Cody
Board Eraser

What You Are Teaching:

1. To accept individual responsibilities.
2. To feel the worth of self to the group.

Materials Needed:

Large piece of posterboard, construction paper, scissors, glue, tagboard, felt tip marker

What You Do:

1. Cut "pockets" from construction paper and glue them to the posterboard.
2. Assign as many jobs as you can think of for which the children will be responsible in the room: line leader, board eraser, etc.
3. Label each pocket with the name, as well as an illustration, of a responsibility.
4. Make name strips from tag board for each one of the children.
5. Change responsibilities each day. Be sure to rotate them so that each child gets an equal opportunity to perform a duty.

Discussion:

Talk with the children about the many jobs that need to be done in the room. Ask them what would be a fair way to get all the jobs done. (Some child will suggest the children helping the teacher.) Tell the children that if a job is assigned to them, it becomes their responsibility to do the job. Explain what responsibility means. Let the children decide what jobs need to be done. Lead the discussion so that it will include the responsibilities you want to put on the RESPONSIBILITY CHART.

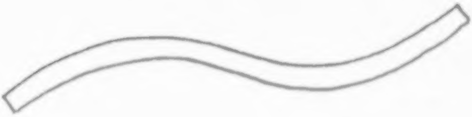
Reflection:

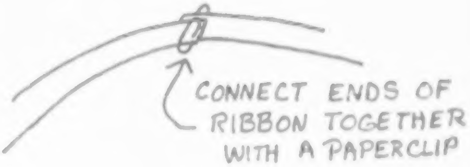
Young children need to be introduced to responsibilities early. They take responsibility seriously. Being responsible builds a healthy self-concept.

ACTIVITY 13.8
SHE WORE A YELLOW RIBBON

What You Are Teaching:

1. To encourage children to be helpful to one another.
2. To look for ways to do special things for others.





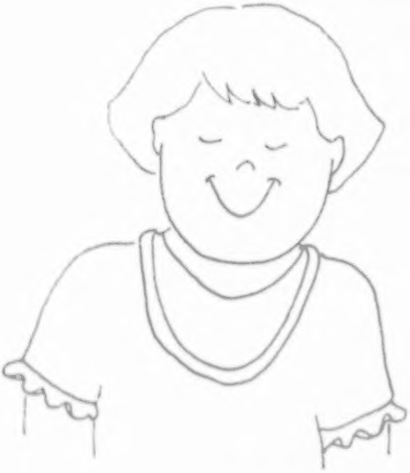
CONNECT ENDS OF RIBBON TOGETHER WITH A PAPERCLIP

Materials Needed:

Paper clips, yellow ribbon, safety pins, tape

What You Do:

1. Cut out and mount the words HELPFUL AWARDS on a bulletin board.
2. Cut several lengths of yellow ribbon.
3. Using paper clips, make yellow ribbon necklaces.
4. Attach them to the bulletin board with tape.



5. Explain to the children that the yellow ribbons are awards for helping others and being kind to others.

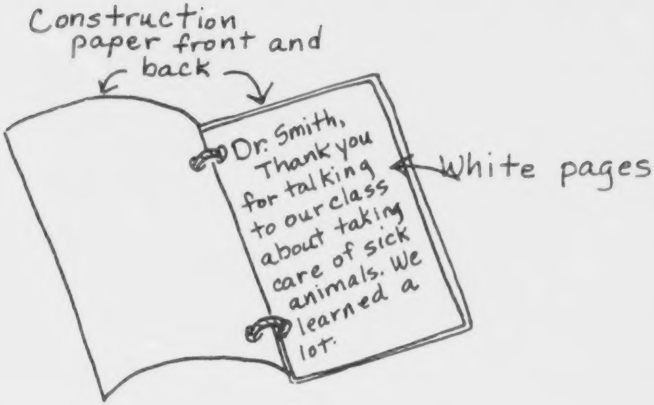
6. Tell the children that anytime someone helps them to do something or when someone is kind to them, you want them to tell you who it was.

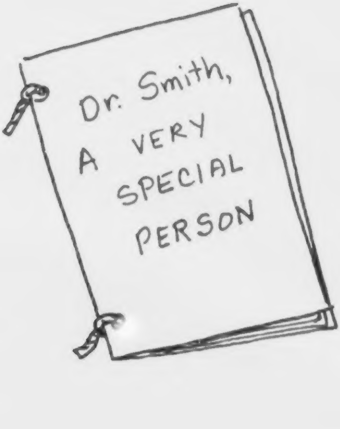
7. Allow the kind and helpful child to get a yellow ribbon (award) and wear it for the rest of the day.

Discussion:

Talk with the children about how people notice when they are helpful or do something nice for someone else. Ask the children how it makes them feel when someone helps them do something with which they are having a problem. Discuss the fact that when you do something nice for someone, it makes that person feel good. Ask the children if it would be a good idea to look for things that they can do to help other children.

ACTIVITY 13.9
THE GOOD BOOK AWARD


Construction paper front and back
Dr. Smith, Thank you for talking to our class about taking care of sick animals. We learned a lot.
White pages


Dr. Smith,
A VERY SPECIAL PERSON

What You Are Teaching:

1. To learn to recognize those people who help you.

2. To remember to thank people who help you.

Materials Needed:

Construction paper, white paper, felt tip markers, magazines, glue, scissors, yarn, hole punch

What You Do:

1. Have the children consider doing something nice for others who have done something nice for them.

2. Select someone who has made a special effort to talk or share with the class (a parent who has shared a hobby; a professional who has told them about his/her work).

3. Find out as much about that person as possible.

4. Make a book by using construction paper covers and white paper pages.

5. Punch holes on one edge of the book and tie with pieces of yarn.

6. Cut pictures from a magazine (representing the special person, if possible) and glue them to the pages of the book.

7. Write or dictate "Thank You" messages to that person.

8. Print on the cover of the book ___(person's name)___, A VERY SPECIAL PERSON.

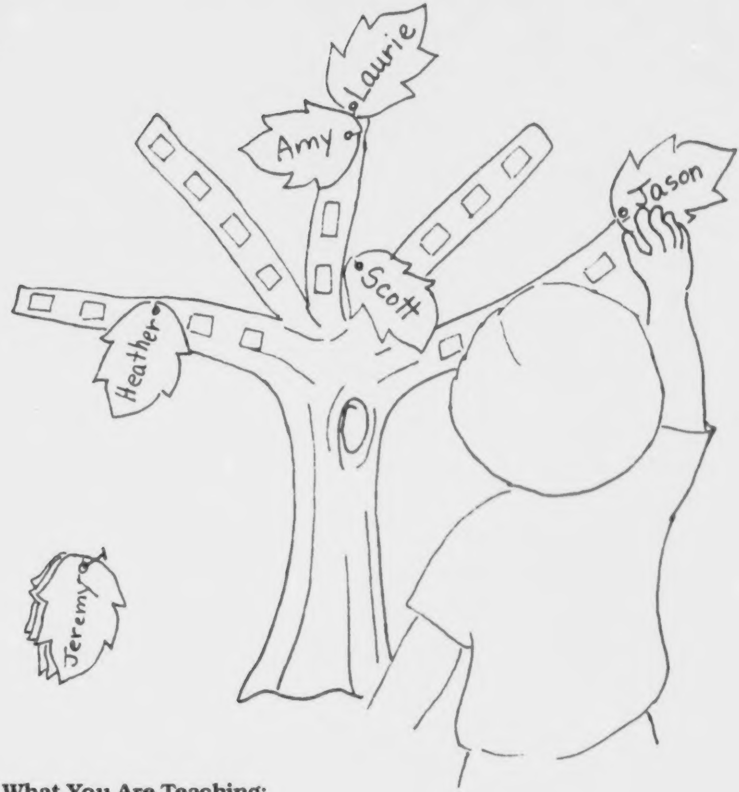
9. Mail the book to the special person.

   NOTE: Self-concept grows and develops as one is able to recognize desirable traits in other people.

Discussion:

Have the children talk about how they think the person who receives their book will feel. Ask different children how they feel thanking those people who do things for their class. Challenge the children to come up with other ways they can thank people. Ask the children if any other people do, or have done, things for their class that they have not thought about. If the children can't think of anyone, ask them who cleans their room for them (custodian), or who makes sure they have lunch and snacks (cook). List all the people who contribute to the class. Talk with the children about ways they can thank these other helpers.

ACTIVITY 13.10
THE NAME TREE


Laurie
Amy
Jason
Scott
Heather
Jeremy

What You Are Teaching:

1. To assume responsibility.
2. To further name recognition.

Materials Needed:

Large piece of posterboard, felt tip markers, construction paper, velcro dots or small squares, scissors, glue

What You Do:

1. Draw and color brown a large tree with bare limbs from the posterboard.
2. Cut a green leaf with each child's name on it from construction paper.
3. Glue as many pieces of velcro along the limbs of the tree as there are children in your class.
4. Glue small pieces of velcro to the back of each green construction paper leaf.
5. Locate the tree on the wall with the leaves underneath.
6. Guide the children to find the leaves with their names on them and attach them to the tree.
7. Take the leaves off the tree each afternoon.
8. Have the children find their names on the table close to the tree and put them back on the tree when they arrive at school. This is a method of roll call that puts the responsibility on the children.

Discussion:

Tell the children that you would like to change the way you see who is present each day and that you need their help. Show them the tree and leaves and explain how they are to put their leaf names on the tree every day. Ask what will happen when the teacher looks at the tree and finds one or two leaf names not there. Ask the children what they think could happen if they forgot to put up their leaf and the school doesn't know they are there? (At lunch time, enough lunches may not be available for each child; the school bus might leave them; the teacher may not call on them.)

ACTIVITY 13.11
THIS IS MY SCHOOL

What You Are Teaching:

To develop pride in your environment.

Materials Needed:

Duplicating masters

What You Do:

1. Make arrangements in advance with different areas of your school to have your children visit that area at a certain time and date.

2. Include areas such as the Principal's office, cafeteria, library, custodian's work area, storeroom, and other classrooms.

3. Encourage each area to prepare something "special" for the children to see or do.

4. Discuss the area to be visited with the children.

5. Tell the children how the different areas contribute to the running of the school.

6. Have the children predict and record what they think they will see.

Discussion:

Talk about each area visited. How does that area help the school? What do they do for the school? Compare what the children thought they would see with what they saw and how it helps the school, record on the experience chart and copy on duplicating master.

Reflection:

After all areas have been visited and the activities recorded, make copies for all the children so they will remember how others help them go to school. Have the children take the duplicated sheets home so their parents also can see everything that goes on at the school.

CHAPTER **14**

MY FAMILY

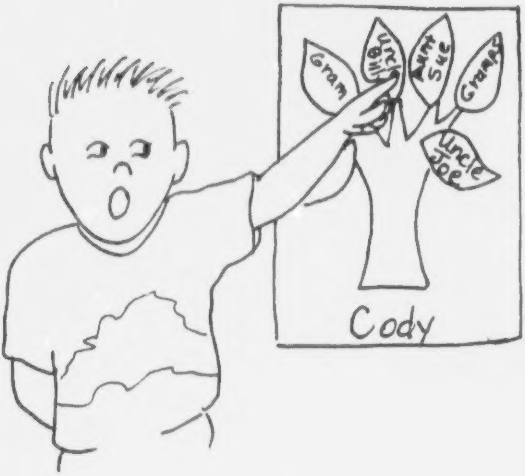
At whatever age children begin school, they are making a major break from the family. Every effort should be made to make the first learning environment an extension of the home, complete with the Housekeeping Center and other learning centers. Parents should be a part of the new environment in voluntary roles to assure the children that they approve of this new environment.

Since the family is the most important thing in the child's life at this point, much emphasis must be placed here. Teachers recognize that much learning has started in the home, and this learning must be continued in the first years of school in much the same manner. Teachers also must recognize that all of the child's knowledge, whether correct or incorrect, has come from the family. The teacher must accept the child as he/she is and never criticize language, conduct, manners, concepts, or whatever else the child has learned. To criticize the knowledge is to criticize the child's family, and to do this is to lose the child.

So, first, much emphasis is placed on family life, whatever style, to cement the relationship between home and school.

Second, the teacher gets an insight into the child's home life and environment. Then, home visits to meet the parents in their environment provides the teacher with knowledge of how to proceed with individual children. It is extremely important that teachers who seek to make changes in what the children learn at home do so with positive modeling and actions and never with criticism.

ACTIVITY 14.1
FAMILY TREES



What You Are Teaching:

1. To discover that families are different.
2. To display the differences in your family.

Materials Needed:

Manila paper, pencils, crayons, felt tip pens, glue, green construction paper, simple pattern of a leaf

What You Do:

1. Have the children gather as many names and relationships in their families as possible.
2. Ask each child to draw a large tree with branches on manila paper.
3. Color the tree and have the children put their names under the tree.
4. Cut from construction paper shapes of leaves, the same number as the number of names on they have on their lists.
5. Glue the leaves to the tree.
6. Display the trees on the walls of the classroom.

7. Encourage the children to discuss and tell stories about members of their family tree.

Discussion:

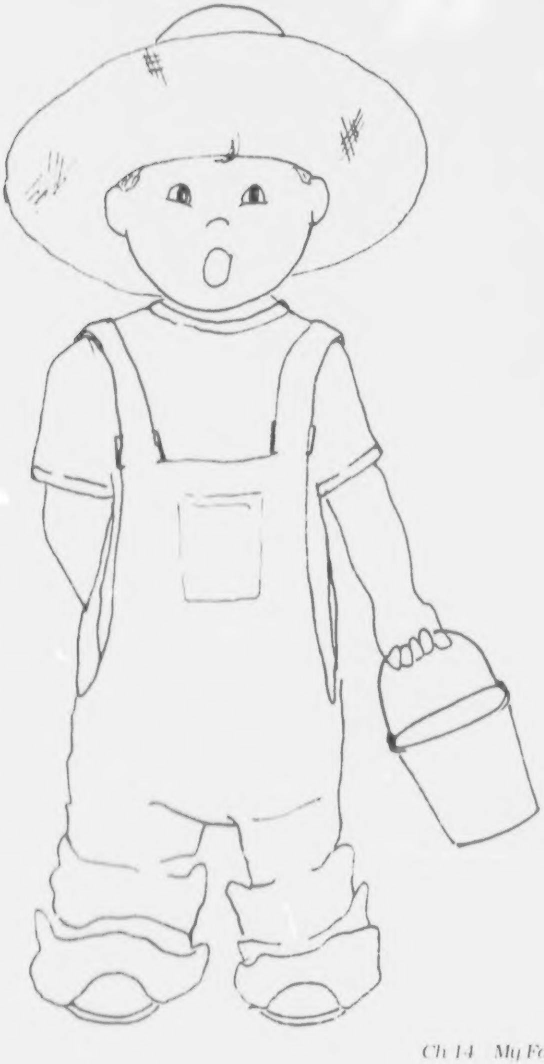
During Circle Time, each child may take turns telling stories about someone who is a part of his/her family. Children should be encouraged to talk with their grandparents about members of the family that they remember and share these stories. Some children may want to make books about certain family members, and some children may want to write or dictate stories.

Reflection:

Some people like to find out all they can about their families. This is called ***genealogy.*** Libraries have special sections with books to help people trace their family members.

ACTIVITY 14.2
I LOOK LIKE MY PARENTS

"I'm dressed like my Grandpa."



What You Are Teaching:

1. To be proud of yourself and your family.
2. To engage in creative dramatics.

Materials Needed:

Old dress-up clothes, both men's and women's, usually found in the Home Center; props that the children may need for socio-dramatic play.

What You Do:

1. Encourage the children to dress up like a member of their families.
2. Have each child tell the class who he/she is.
3. Provide the children with the necessary props for dramatic play. Children will usually want to act out family situations.
4. Supply the children with paper and pencils and other writing materials for lists, menus, etc.

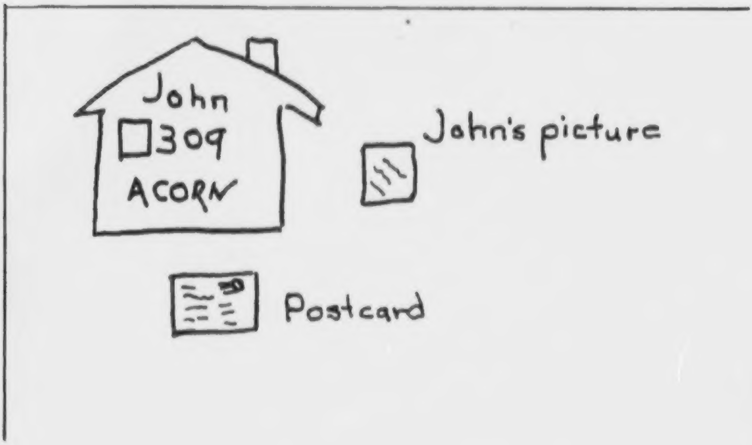
Discussion:

Children will usually, and should be encouraged to, act out family situations. Encourage the children to "feel" right at home as they assume the roles of other family members.

Reflections:

Children should consider how it feels to be "a father," "a mother," or "a baby." Putting on and trying different roles in a non-threatening atmosphere allows the concept of self to develop.

ACTIVITY 14.3
THIS IS WHERE I LIVE



What You Are Teaching:

1. To help children learn their own address.
2. To make the children aware that most children live in houses much like theirs.
3. To begin to develop concepts about postal service.

Materials Needed:

Heavy paper, crayons, pencils or felt tip markers, picture of each child, post card for each child, bulletin board, scissors

What You Do:

1. Tell the children that they are going to make a bulletin board of where they live.
2. Pass out paper and crayons and ask the children to draw a picture of where they live.
3. Help the children write their addresses on their houses.
4. Instruct them to color their pictures and cut them out.
5. Put each child's house, along with a picture of the child, on the bulletin board.
6. Explain to the children that when we have addresses on our houses, people can come to see us and the letter carrier can bring us our mail.
7. Ask the children if they would like to mail themselves a post card.
8. Help the children address the post card to themselves at their home address.
9. Have the children write or dictate the following note to themselves:

   Dear ___(child's name)___.

   You mailed this post card to yourself from the school. Please take this post card to school with you tomorrow.

   Thank you,

   ___(child's name)___

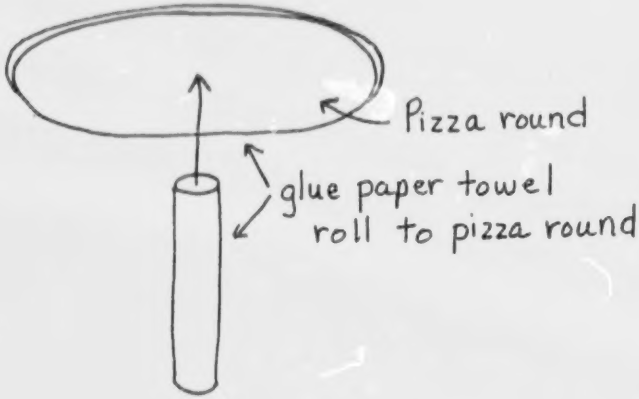
10. Take the children for a walk to the mailbox if there is one close by. Look at the mailbox, and help the children read the information that is on the mailbox.

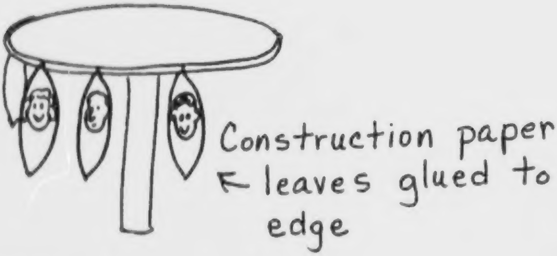
11. Have the children pin their postcards next to their houses and pictures when they bring it back to school.

Discussion:

Talk about the importance of children knowing their addresses in case they every become separated from their parents while shopping. Discuss the way to mail a post card or letter to themselves or to anyone else. Talk about what happens to a letter after it has been mailed and before it gets where it is addressed. Discuss stamps, postmarks, and other parts of the postcards.

ACTIVITY 14.4
3-D FAMILY TREE


Pizza round
glue paper towel roll to pizza round


Construction paper leaves glued to edge

What You Are Teaching:

1. To value concept of self.
2. To value belonging to a family.

Materials Needed:

Pizza rounds (may be obtained from most Pizza places free), empty paper towel rolls, green construction paper, scissors, glue, crayons

What You Do:

1. Help the children glue the paper towel roll to the center of a pizza round so that it will stand up.
2. Cut leaves from the green construction paper.
3. Draw a family member on each green leaf.
4. Glue the leaves to the edge of the pizza round.
5. Have the children include themselves in the picture.
6. Make a second level to the tree, using the same directions, (glue paper towel roll to first pizza round) to add grandparents and other members of the family.
7. Have the children discuss their families with other family members.

Discussion:

Allow the children to talk about the size of their families and where they live. Encourage the children to tell stories about family members that have been told to them. Children may bring in items that belonged to members of their families long ago and tell the class about them. Ask children to share what they do with their families. Do the children and members of their families like to do certain things together? Do the families have pets? How do the children help their families at home?

Reflection:

Children should become aware that they are members of a family, no matter how large or how small the family may be. As members of a family, all children should have certain responsibilities.

CHAPTER 15

SELF-CONCEPT AND ART

Art was chosen by the author to demonstrate that self-concept can be, and should be, emphasized in all learning centers. It was also chosen because art, being such a broad area, is one that all children engage in wherever they are.

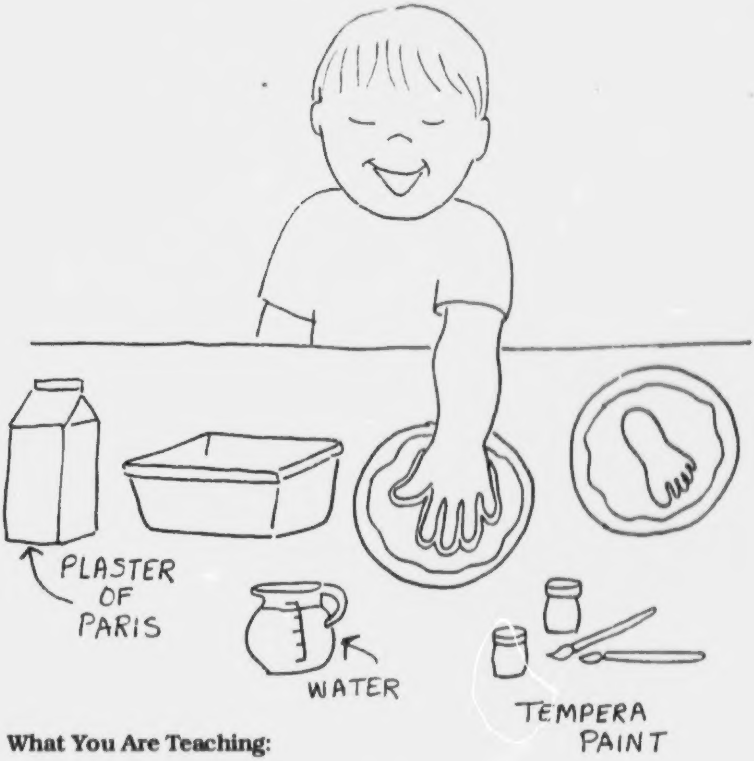
"Messing around" with art provides ways for the children to express their emotions, be creative, and attempt to communicate without fear of criticism. While every child will not go on to be a famous artist, the freedom of expression of art will possibly free the child's mind from imposing rigidity. It teaches the child that there is not always just one answer to a question.

The wise teacher does not impose models for the children to copy and then display twenty-two identical art projects on the wall as if this was the only way they should look: all projects being identical except for the name.

Developing self-concept and individually chosen art projects go hand in hand. Whether the children are expressing their own individuality by making their name with clay or working on a Christmas tree ornament for home, they use art to work through individual problems or just to celebrate themselves and show others what they can do.

Importantly, the teacher knows that there is no right or wrong associated with the product with which the child is working. The teacher should always keep in mind that the creativity that the child is displaying is building self-worth.

ACTIVITY 15.1
BIG FOOT


PLASTER OF PARIS
WATER
TEMPERA PAINT

What You Are Teaching:

To develop a concept of self.

Materials Needed:

Plaster of Paris, water, foil or plastic plates, tempera paint, plastic pan

What You Do:

1. Help the children make Plaster of Paris, according to the directions, in a plastic pan.

2. Give each child two plates and allow them to put the wet mixture in each plate.

3. Taking off one shoe and one sock, each child will make a footprint in one plate and a handprint in the other plate.

4. Help each child write his/her name in the mixture in the pan while the mixture is drying.

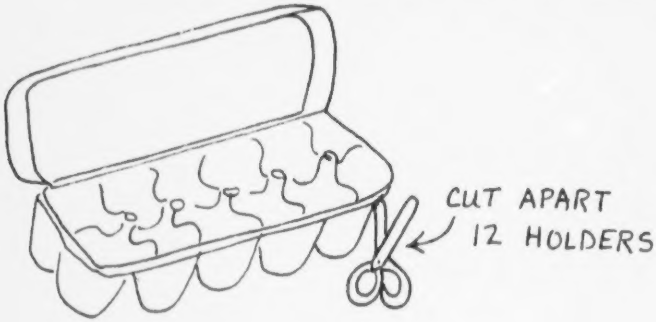
5. Paint the dried hand and footprints.

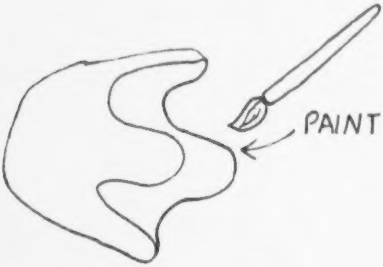
6. Gather the children in small groups and have them examine each other's prints.

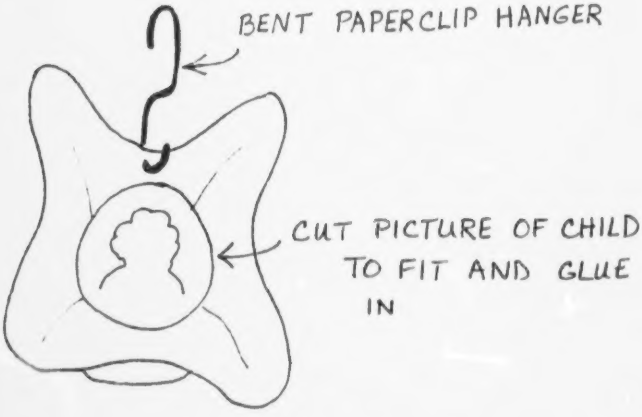
Discussion:

Allow the children to compare their hand and foot impressions with those of others. How are they alike? How are they different? Does anyone else have a handprint or footprint exactly like yours? Allow the children to take their prints home to share with their parents. When the children bring their prints back, talk about the comments made by the parents and others. Encourage the children to tell the class what they think about what they have made.

ACTIVITY 15.2
CHRISTMAS TREE ORNAMENT


CUT APART
12 HOLDERS




BENT PAPERCLIP HANGER
CUT PICTURE OF CHILD
TO FIT AND GLUE
IN

What You Are Teaching:

1. To develop good feelings about one's self.
2. To develop small motor control.
3. To develop an awareness of self.

Materials Needed:

Egg cartons, scissors, glue, paper clips, Tempera paint, powdered detergent, small picture of each child, narrow ribbon

What You Do:

1. Have the children cut the egg holders from the cartons.
2. Allow the children to paint the holders.
3. Mix powdered detergent with the paint if plastic containers are used. The paint will stick to the plastic better.
4. Help the children trim their pictures so that they will fit inside the egg holder.
5. Attach a bent paper clip to the holder.
6. Help the children tie ribbons on the paper clips.
7. Put the decorations on the Christmas tree.
8. Making a second one will allow the children to take one home.

Extension of This Activity:

Children may bring in pictures of other family members to hang on the tree.

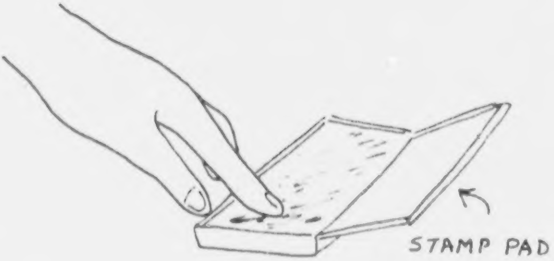
Discussion:

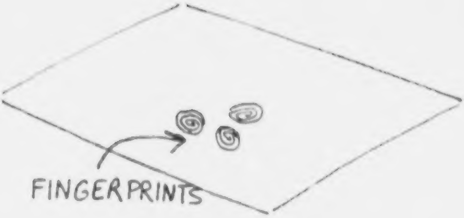
Talk with the children about how it feels to have their picture as a part of the Christmas tree decorations. Can the children think of other things they could make themselves to put on the tree?

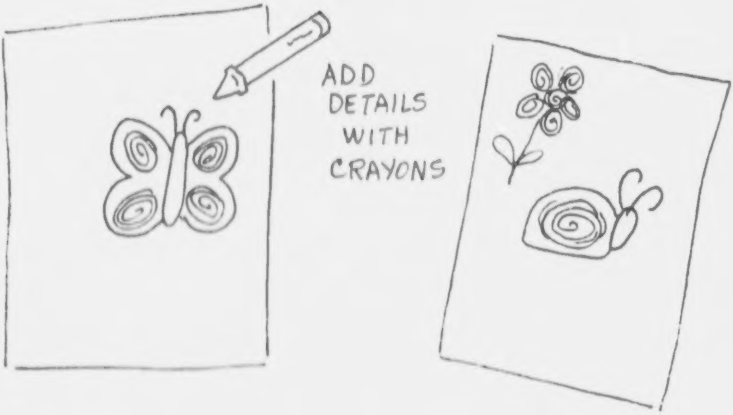
Reflection:

Children should develop the idea that a picture of themselves, included as a part of the Christmas tree decorations, makes the tree look better. This concept helps the child see himself/herself as an important person in his/her environment. The idea that others would want to see his/her picture builds onto a healthy self-concept.

ACTIVITY 15.3
FINGERPRINT ANIMALS




FINGERPRINTS


ADD DETAILS WITH CRAYONS

What You Are Teaching:

1. To recognize the difference in people.
2. To compare fingerprints.
3. To vary creative art.

Materials Needed:

Stamp pad and ink, magnifying glass, paper, crayons

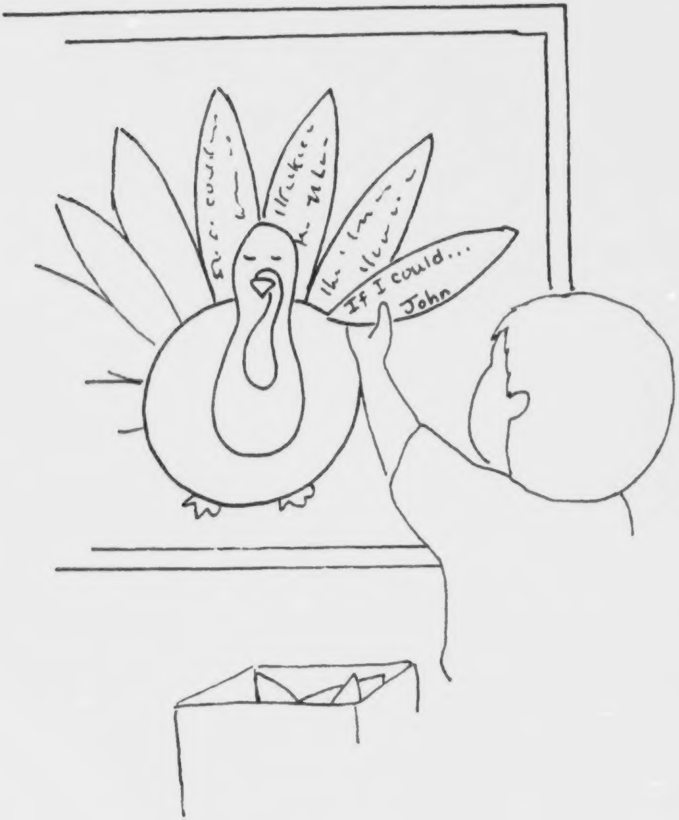
What You Do:

1. Prepare this activity in advance so you will be able to show it to the children.
2. Instruct the children to use the ink pad to make fingerprints on white paper.
3. Allow the children to use crayons to turn each fingerprint into a creature of their imaginations.
4. Encourage the children to write a story about their "creature," if they want.

Dicussion:

Talk with the children about the creatures or other things they have created with a fingerprints as bases. Have the children discuss their work in small groups and in large groups. Allow the children to examine the individual fingerprints using a magnifying glass. Help the children find differences and likenesses among the prints and have the children verbalize these likenesses and differences. Write, or allow the children to write, about their creation on their pictures. Display (with names) on the wall around the room or in the hall. BE SURE ALL CREATIONS ARE DISPLAYED. If some of the children want to make more prints, allow them the time to do so and the time to create. As always, encourage any children who might want to make a book to do so. Supply the materials and time for the endeavor.

ACTIVITY 15.4
IF I COULD



What You Are Teaching:

1. To be able to express one's self verbally.
2. To be able to express one's self with the written word.
3. To encourage fantasy.

Materials Needed:

Construction paper in assorted colors

What You Do:

1. Cut a large turkey without tail feathers from brown construction paper. Mount it on the bulletin board.
2. Show the children how to cut tail feathers from many colors of construction paper. Make sure each child has one or two.
3. Write "If I Could" messages on each feather and put them on a table underneath the bulletin board in a sack.
4. Word the messages on the feathers, such as,

   "If I could be a girl, I would . . ."
   "If the sun stopped shining, I would . . ."
   "If I were rich, I would . . ."

5. Encourage the children to pick a feather from the sack.
6. Help the child read the message and demonstrate how to answer.
7. Attach the completed message (on the feather) to the turkey.
8. Identify the feather with the child's name.

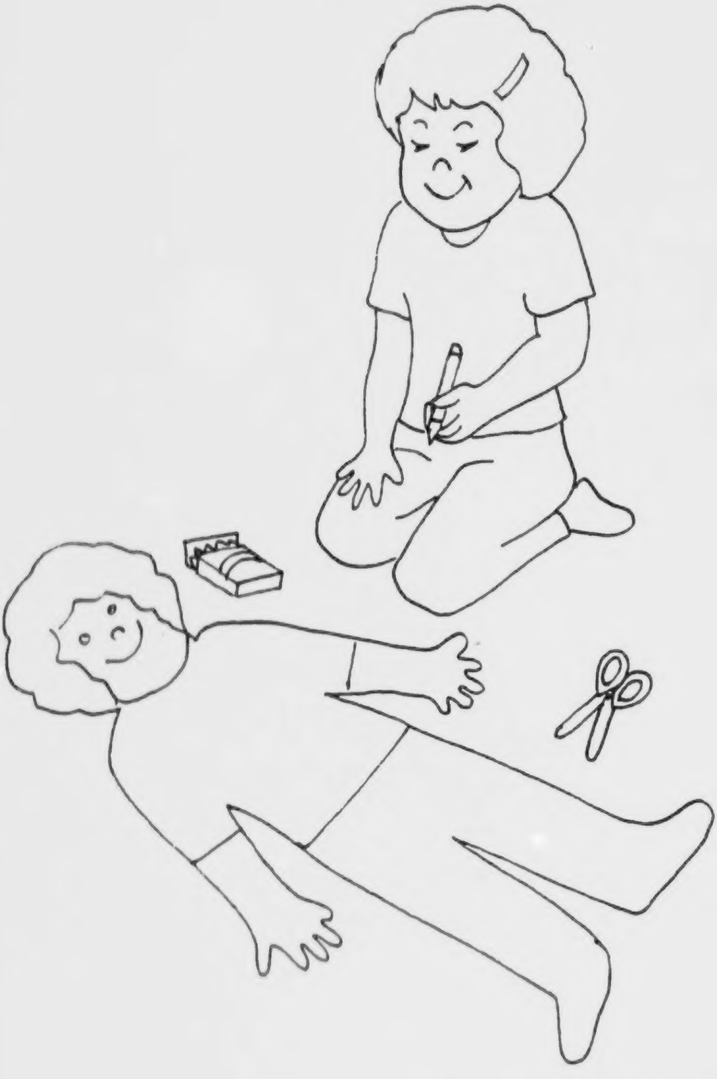
Discussion:

Take turns with small groups reading the different feathers. Read one feather and then talk to the children about what they would have said. Help the children discover that different people would complete the message in different ways. Lead the conversation to cover the individualism of people and certainly that being different is all right.

Explanation of Principle:

The latest research supports the value of fantasy in the young child. In the past, teachers have discouraged fantasy by encouraging the children to "come back" to the lesson being taught, or in other words, spend "time on task." Teachers of today should be encouraged to allow fantasy in the classroom. Questions that cause children to use their imaginations rather than seek "correct" answers develop higher level thinking skills.

ACTIVITY 15.5
I'LL COLOR MYSELF



What You Are Teaching:

1. To discover individual differences.
2. To become acquainted with body parts.

Materials Needed:

Butcher paper, pencils, crayons, paint, scissors

What You Do:

1. Let the children divide into pairs.
2. Taking turns, have each child to lie on a piece of butcher paper while his/her partner draws around the child's body.
3. Cut out the body outline.
4. Using crayons, paint, pens, or other art media, have the children make the outline look as much like themselves as they can.
5. Encourage the children to pay attention to eye color, hair color, skin color, and other differences.
6. Identify the cut-out by placing the child's name on the paper.
7. Place the "class" on the walls for all to see.

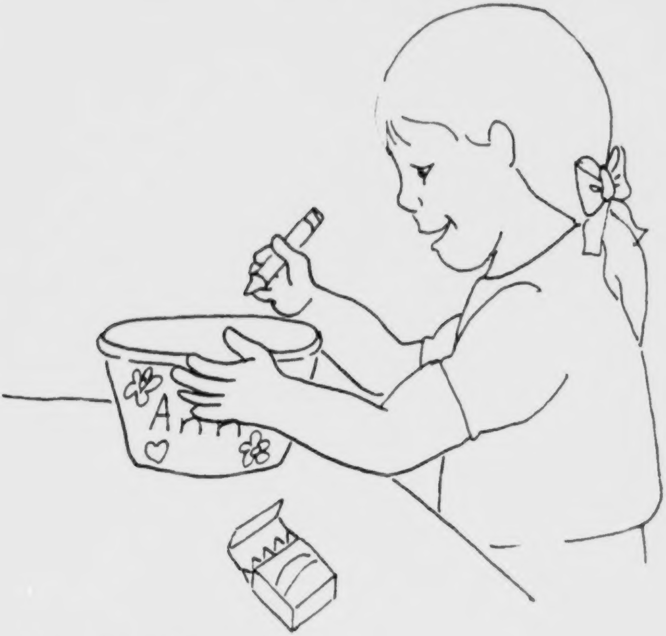
Discussion:

Isn't it great that we all have things about us that are different from other people? What if everyone looked the same and acted the same, how could we tell them apart?

Reflection:

Each child is different from everybody else. What do you think makes you different from other people?

ACTIVITY 15.6
INDIVIDUAL CUBBIES



What You Are Teaching:

1. To understand the meaning of personal property.

2. To be able to express creative art.

Materials Needed:

Empty ice cream containers from local ice cream stores (small cardboard boxes or cardboard drums) so each child can have one. Tempera paint, felt tip pens, crayons

What You Do:

1. Have the children sit together while they discuss personal property and likes and dislikes.

2. Tell the children that you will help them make individual cubbies in which to keep their own personal properties.

3. In small groups, allow the children to take their containers to the Art Center to decorate them.

4. Make sure each child has his/her name on the cubbie.

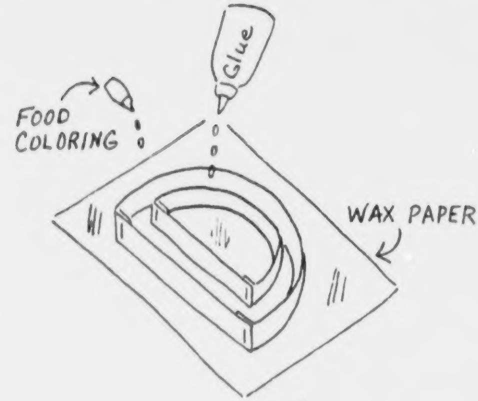
5. When finished, have the children arrange the cubbies in a certain section of the room.

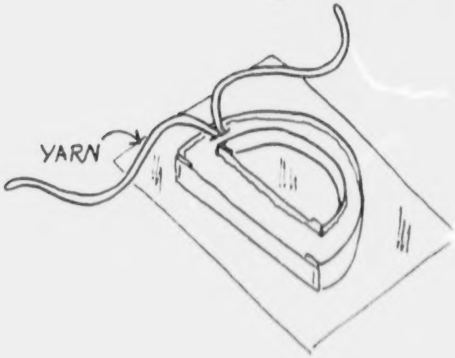
6. Keep art projects and things they bring from home in their cubbie. Children also may use the cubbies for anything they wish, because they are personal property.

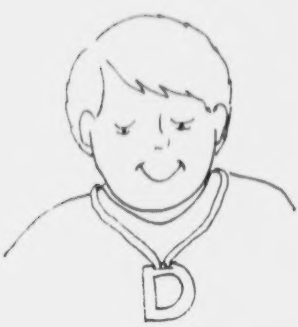
Reflection:

Developing the concept of personal property is a difficult concept for young children, because the concept of sharing has not completely developed. Concepts of his/hers and mine/yours are concepts the child develops. These concepts, of personal property or a cubbie that belongs to the child and no one else, help the child maintain a healthy self-concept.

ACTIVITY 15.7
INITIAL NECKLACES


Glue
FOOD COLORING
WAX PAPER





What You Are Teaching:

Taking pride in own identification and self.

Materials Needed:

Thin cardboard, Elmer's Glue, food coloring, yarn of different colors, wax paper, toothpicks

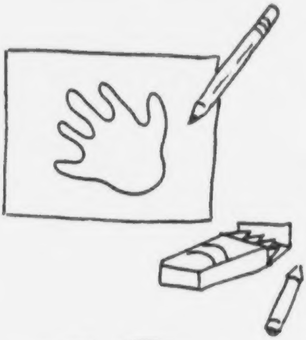
What You Do:

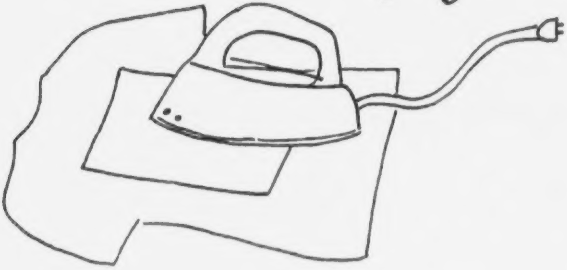
1. Cut pieces of cardboard to make a mold of the child's initials.
2. Use a stapler to hold together.
3. Lay the initial(s) on wax paper and fill with Elmer's Glue.
4. Add food coloring and stir with a toothpick.
5. Lay the middle of a piece of colored yarn that is about 18" long in the glue.
6. Place the yarn at the top of the initials.
7. Let dry and then peel off the cardboard and wax paper.
8. Observe that the string will hold the initials and can be put around the child's neck and tied to make a necklace.

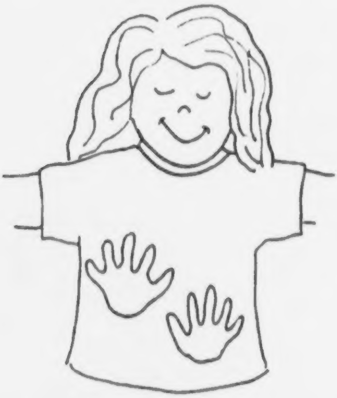
Discussion:

Ask the children what initials are (the first letter of each of a person's name). If you see someone with initials, but do not know the child's name, do initials help you guess the name? Is it possible for two children to have the same initials, but have different names? How do you feel when someone who does not know your name guesses it by looking at your initials? Talk about how the initial represents (is used in place of) a word. When you see the initials D.Q. on a sign, do you know for what they stand (probably Dairy Queen)? Other things besides initials are often used to represent other things. For example, pictures are used to represent words. If you saw the initials B.K. and a picture of a hamburger, what could you be almost sure the B.K. stands for (Burger King)?

ACTIVITY 15.8
"ME" SHIRTS







What You Are Teaching:

1. To feel proud to display accomplishments to others.
2. To encourage language in the classroom.

Materials Needed:

Plain white tee shirts, fingerpaint paper, crayons, pencils, ironing board, iron

THIS ACTIVITY IS MUCH LIKE HAND APRON FOUND IN ACTIVITY 3.3.

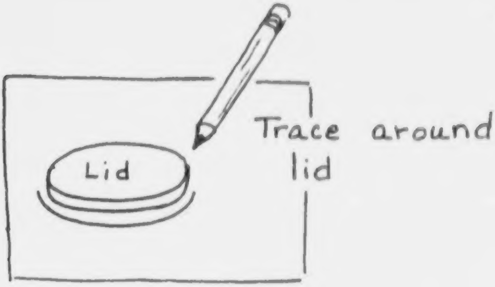
What You Do:

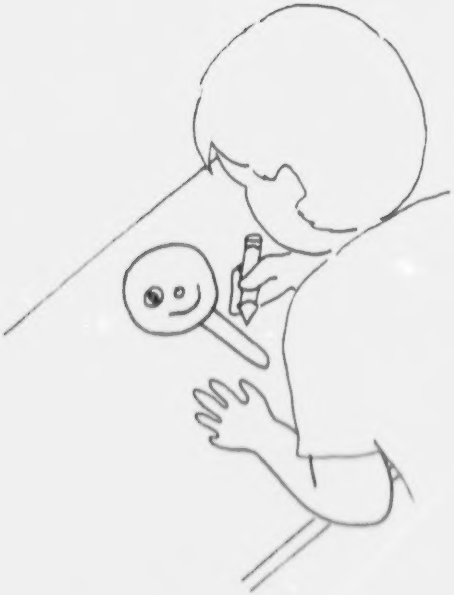
1. Have the children trace handprints, footprints, names, and other designs on fingerpaint paper.
2. Impress on the children that they should color the tracing heavily with crayons.
3. Lay the drawing crayon-side down on the tee shirt, iron over them until the design is transferred to the shirt.
4. Encourage the children to wear their shirts to school as often as possible—it won't be hard!
5. Compare and discuss the shirts at every opportunity.
6. Try to complete the activity as quickly as possible, even though it will take a while to get them all finished.
7. PASS OUT THE SHIRTS WHEN THEY ARE ***ALL*** READY TO WEAR.

Discussion:

Why do you like to wear a tee shirt that is marked with your handprint and footprint? Does it make you feel good to know that nobody else has a shirt just like yours, because yours is "special?" What makes your shirt so "special?" What makes you "special?" Is anyone else just like you?

ACTIVITY 15.9
MISSING FACIAL FEATURES


Lid
Trace around lid



What You Are Teaching:

1. To discuss facial features.
2. To use facial features.
3. To engage in creative art.

Materials Needed:

Posterboard, felt tip markers, craft sticks, glue, old magazines, scissors, hand mirrors, yarn, lids from quart jars

What You Do:

1. Using jar lids for a pattern, have the children cut a circle from a 4" square piece of posterboard.
2. Ask each child to draw a face on their circle, leaving one feature off such as an eye, nose, ear, or eyebrow. If the face is of a girl, yarn may be used for hair.
3. Encourage those children who have problems drawing the facial features, to look in a mirror for help.
4. Tell the children to write their names on the back of the circles; those, who cannot write, may dictate to the teacher.
5. After they have finished, instruct the children to glue the face to one end of the craft stick (tongue depressor).
6. Have all the children put their "faces" on a table to dry.
7. After they are dry, pick up the faces and pass them out to the children making sure nobody gets his/her own.
8. Have the children find the part that is missing from each face in an old magazine.
9. Tell the children to cut out the missing parts and glue them on the faces. If they are unable to find the missing parts, they may draw the parts on the faces.

10. Have each child show his/her "face" to the class and tell which part was missing.

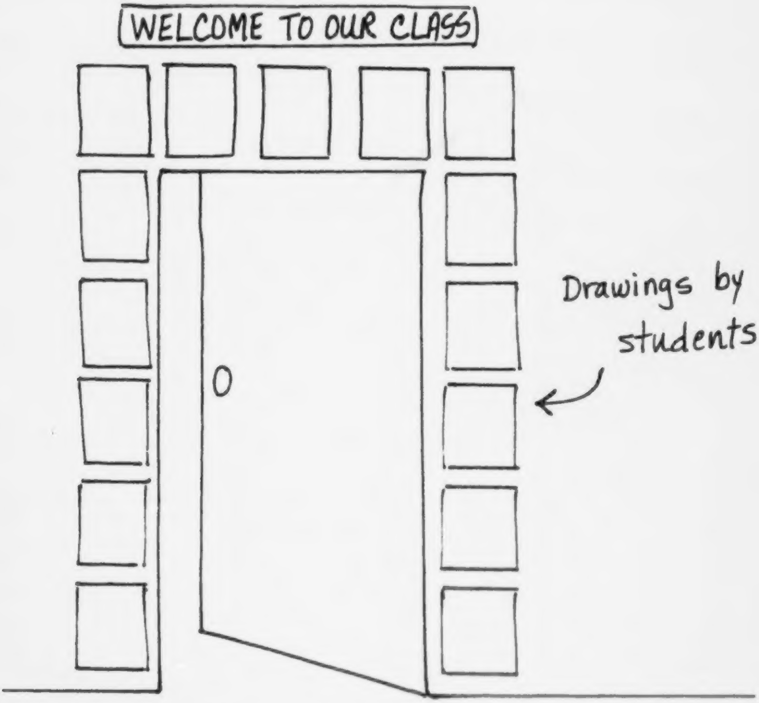
Discussion:

Encourage the children to share their "faces." Have one child choose one facial feature, and using that feature, let the other children come up with as many uses as they can for the feature. For example, using *teeth*, the children may think of chewing, biting, holding something in the mouth, brushing, etc. Write the different uses the children name on the board. Discuss with the children the uses they have named and if they are appropriate or not. Is it something that we should be doing, or is it something that could damage the feature under discussion? After the children have gone through the features, naming ways in which they can be used, discuss the question of why we have certain features. For example, why do our ears stick out from our heads? There is a good chance that some child may make the connection between sound and picking up sounds with our ears. Continue with all features including the hair on our heads.

Reflection:

Children must be aware of their bodies and the body parts. They must be able to visualize the way the body parts work and the reasons we have specific body parts. All of this knowledge is a part of understanding self and building a good self-concept.

ACTIVITY 15.10
OUR WELCOME DOOR


WELCOME TO OUR CLASS
Drawings by students

What You Are Teaching

1. To enhance the child's feeling of self-worth.
2. To provide an inviting environment for promoting the teaching-learning process.

Materials Needed:

Felt-tip markers, construction paper, posterboard, scissors, glue, cellophane tape, a camera

What You Do:

1. List all of the names of the children who will be starting in your class on the chalkboard.
2. Write a WELCOME banner or sign above the list.
3. Call each child by name (if possible) as they arrive, and check his/her name off the list on the board.
4. Call the roll again after all of the children have arrived.
5. Have each child answer as you call the roll. After they answer, ask each child to stand and tell the class one thing about himself/herself. Examples might be: "My name is Jennifer and I like school," or "My name is John and I have new shoes."
6. Introduce yourself to the class. Make a statement about yourself to make the children comfortable and get them started.
7. Explain to the children that making a display for the door would be nice because that would let other people know who is in their class.
8. Have the children help you measure the doorframe. Measure both sides of the door from the floor to the top. Then measure across the top to determine how much construction paper will be needed to frame (decorate) all three sides of the doorway.
9. Help the children choose the color of paper they will use by suggesting three. Put them up, one sheet at a time on the board, and then have the children vote on the color they want to use.
10. Pass out one sheet of the chosen color of construction paper to each child, and suggest that the child draw himself/herself or something that will represent him/her.

11. Allow the children to use materials from the Art Center to decorate their drawings. Be sure their names are on their drawings.

12. Using tape, put the pictures around the door of the classroom. Place them on both sides and across the top of the door. Any pictures left over may be put on the door.

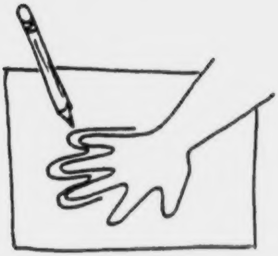
13. Cut a one foot strip from a length of posterboard, and write a greeting such as WELCOME TO OUR CLASS on it. Put the posterboard sign on the floor, and give the children a chance to decorate the sign using materials from the Art Center.

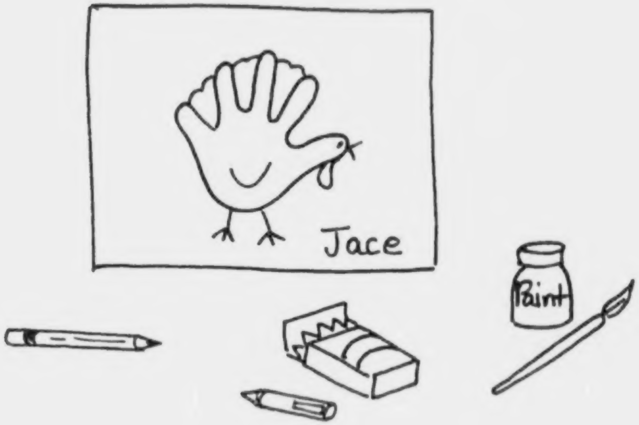
14. Put the "WELCOME" sign above the door. Take a picture of the door so that later in the year the children can be reminded of how it looked.

Reflections:

Children will feel like they are a part of the class (group). They will feel important because their pictures are on display. This will begin the year in a very important way and will make the children feel good about being a member.

ACTIVITY 15.11
SEE MY TURKEY





What You Are Teaching:

1. To develop creativity and freedom of choice in the Art Center.
2. To highlight differences between children.

3. To develop fine motor control.

Materials Needed:

Construction paper, scissors, glue, pencils, crayons, paint, colored chalk

What You Do:

1. Lay your hand flat against the chalkboard. Draw around each of your fingers and thumb (as illustrated).
2. Use different colored chalk to add a wattle, feet, beak, and eyes.
3. Ask the children if they understood what you did and what you drew.
4. Tell the children that you would like for them to make turkeys.
5. Erase your turkey, telling the children that you do not want them to copy what you did but to create their own turkeys.
6. Put the children in small groups at tables.
7. Pass out plain white paper, construction paper, crayons, paint, and pencils.
8. Ask the children to begin to work on their own turkeys. Always keep in mind that the process and not the product is the important thing.
9. Encourage the children to decorate their turkeys and add wattle, feet, beak, and eyes.
10. Encourage the children to feel free to use the art materials.
11. Answer any questions about what colors the children should use by telling that any color is all right.

12. Have the children cut out their turkeys when finished and glue them to a piece of construction paper.

13. Have the children write or dictate their names on the construction paper to which their turkeys are glued.

14. Display all the turkeys on the classroom walls or on the wall outside the door.

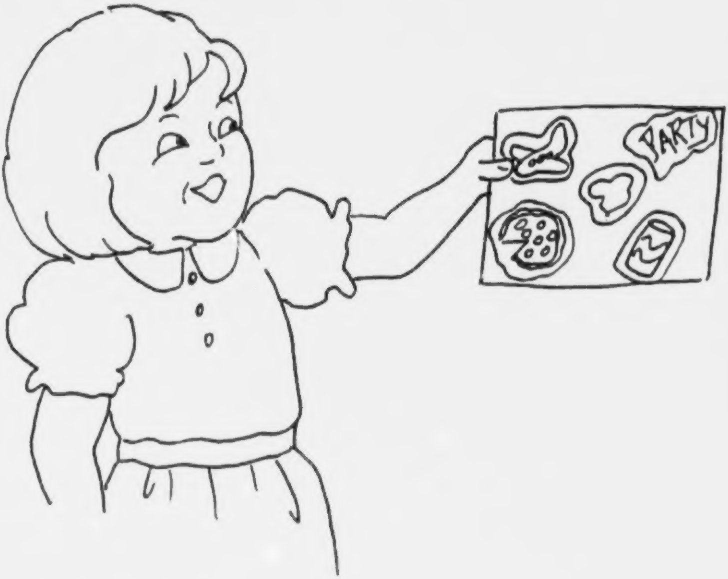
Discussion:

Since this activity will take place around Thanksgiving, discuss with children how turkeys became associated with Thanksgiving. Ask the children what a wattle is. Discuss other parts of the turkey. Have different children tell how they decided on colors. Ask the children if they can think of any other animals they could make by tracing around their hands or feet.

Statement of Principle:

Always be aware that the process that the children go through to make a turkey (or any other project) is the important thing about the activity. The turkeys will be very different; but because each child has made something accepted by everyone, he/she will feel successful which strengthens the self-concept.

ACTIVITY 15.12
SELF COLLAGE



What You Are Teaching:

1. To express feelings about oneself through art.
2. To develop representational pictures and other items.
3. To become aware of other's personal views.

Materials Needed:

Magazines, glue, construction paper, scissors, pencils, crayons

What You Do:

1. Have the children look through magazines to find things they feel represent them. Have them look for foods, things

they like to do, places they like to go, or places they would like to go. Have them find words they like or any other things to which they feel attracted.

2. Help the children put their names on a piece of construction paper and create a collage from their cut-outs.
3. Display the completed collages and encourage the children, either in small or large groups, to explain the meaning of the different parts of their collages.

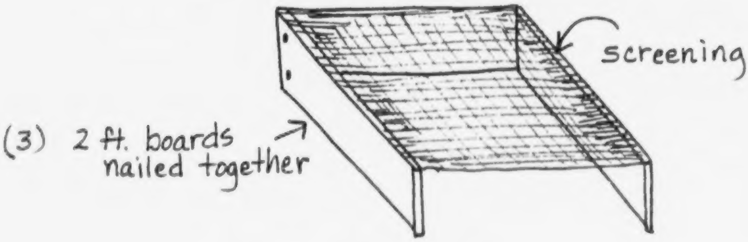
Discussion:

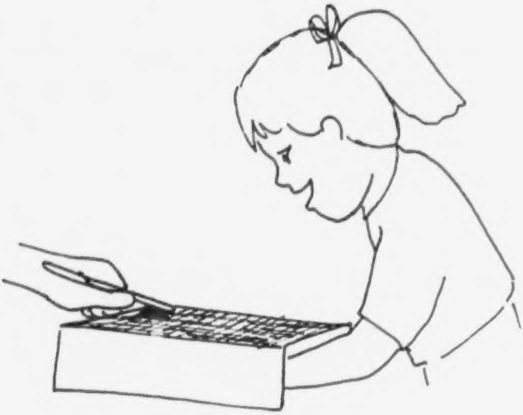
Encourage each child to explain to the other children why he/she likes certain items. Who do they know that likes the same things that they like? How many of the items on the collage are things the children already have or have tried? How many things would they like to try?

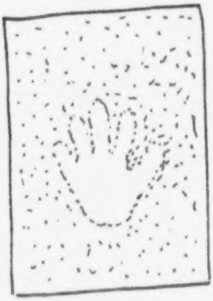
Reflections:

Where did the children hear about the items they would like to think are representations fo them? Did they see these items on T.V.? How do they expect to get these things they want?

ACTIVITY 15.13
SPLATTER HANDS


screening
(3) 2 ft. boards
nailed together





What You Are Teaching:

1. To learn that each child is different.
2. To understand that everyone can create art.

Materials Needed:

A splatter screen with one open end (made by nailing three two-foot boards together at the ends and at right angles and covering them with a nailed down piece of screening), old toothbrushes, Tempera paint, different colored construction paper, white paper

What You Do:

1. Help the children make splatter handprints.
2. Place a piece of white paper under the splatter frame.
3. Put the child's hand carefully under the frame on the white paper.
4. Dip a toothbrush into different colored Tempera paint, one color at a time. Rinse brush out between dips or use several brushes.
5. Rub the toothbrush across the screen causing the paint to splatter onto the white paper.
6. Continue until the white paper is multi-colored.
7. Make sure the child's hand stays in the same position.
8. Lift the hand out carefully.
9. Allow the print to dry.
10. Challenge the children to identify the handprints by size.
11. Cut a 6 1/2" x 9" rectangle from construction paper. A one inch frame will remain to lay over the handprint.

12. Make sure the child's name and the date are on the frame.

13. Give the child the print to take home.

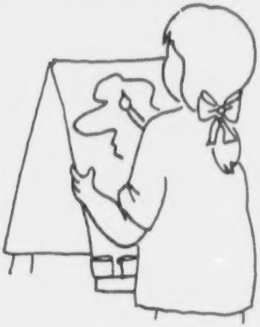
14. Make another print to keep at school.

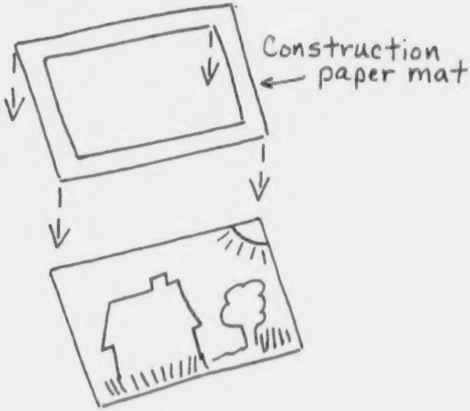
15. Encourage the children to place other objects under the splatter screen to be painted.

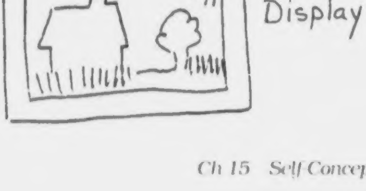
Discussion:

Why do the handprints look different? Have one child make two pictures by splatter painting the same hand twice. Do they look the same? Why not? Have the children give answers to the question of "Why not?" Write their answers on the experience chart or the chalkboard. Sometimes we can't control what some things that we do with art will look like. Talk about the word control. When we splatter paint, what prevents us from controlling what our painting will look lie? Elicit answers which deal with the toothbrush and how hard we press it on the screen, how fast we rub it on the screen, and differences among toothbrushes. Have the children write or dictate statements about their handprints and other splatter prints they have made. Why do some children use more of one color and other children use more of another color? Have the children compare a splatter print made by using only one color and one with several colors. Help the children frame their pictures using construction paper.

ACTIVITY 15.14
THE PICTURE GALLERY




Construction paper mat



What You Are Teaching:

1. To learn that everyone possesses some artistic talent.
2. To understand that others may see things you make differently than you.

Materials Needed:

White easel paper, Tempera paint, brushes, men's old shirts, construction paper, scissors, ribbons (a blue "first" prize, several "second" prizes, several "third" prizes and many, many white "special mention" prizes), easel

What You Do:

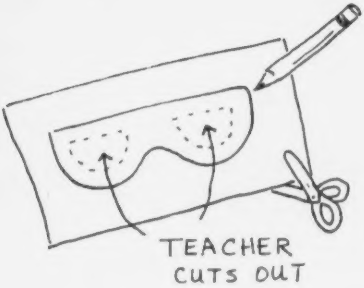
1. Gather the children together, and talk about an art gallery.
2. Show them pictures of an art gallery and suggest that they can have one in their classroom.
3. Over the course of a few days, allow each child to paint two pictures using the easel and Tempera paint.
4. Cover the dried pictures with a large piece of construction paper from which has been cut a large square or rectangle.
5. Use the construction paper to frame the picture.
6. Choose a color of construction paper that complements the basic colors in the picture.
7. Use the picture that the child chooses as his/her best one.
8. Display the pictures in the hall with a sign indicating that these pictures were painted by the children in Mr./Ms. __________'s Class.
9. Remember to have each child's name on the frame of the picture.

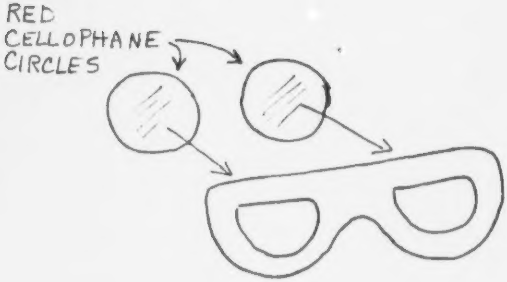
10. Invite the principal and/or another teacher to be the judge(s).
11. Award the best picture with a blue ribbon, the next best with a red ribbon, the third best a yellow ribbon, and each of the others with a white "Honorable Mention" award.
12. Make sure that the "Honorable Mention" Awards are given with as much enthusiasm as the other ribbons.
13. Leave the Picture Gallery on display for several days.
14. Invite the parents to drop by and see the Picture Gallery.

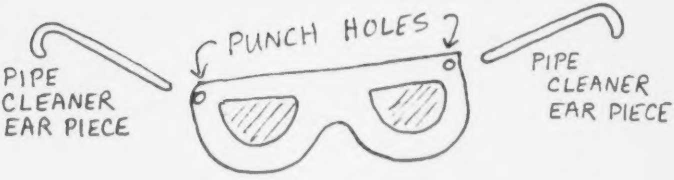
Discussion:

While the children are painting pictures for the art gallery, take the opportunity to share art with them. Use a book from the school library that displays famous works of art or check out prints from the downtown library to display in the room. Gather the children into a group and show them different pictures. Give the children the name of the painter and some information about the painter. Encourage questions from the children about the paintings and the painter. Point out items within the pictures to discuss. Leave the pictures or the book of pictures in a section of the classroom for the children to examine. Some influence will spill into the children's paintings, but few children will actually try to copy the picture.

ACTIVITY 15.15
THROUGH ROSE COLORED GLASSES


TEACHER
CUTS OUT


RED
CELLOPHANE
CIRCLES


PUNCH HOLES
PIPE
CLEANER
EAR PIECE
PIPE
CLEANER
EAR PIECE

What You Are Teaching:

To learn to look at the world in a different way.

Materials Needed:

Red cellophane, tagboard, pipe cleaners, hole punch, scissors, glue, pattern for eye glasses

What You Do:

1. Help the children trace patterns for eye glasses from tagboard.
2. Cut out the eye glasses.
3. The teacher should cut all the center holes in the lenses.
4. Cut circles of red cellophane and glue to the glasses' frame.
5. Punch holes at both edges of each pair of glasses, and use pipe cleaners to form the ear pieces.
6. Take the children for a walk wearing their rose colored glasses and talk about how things look different.

Discussion:

Converse with the children about the way things look. While everyone sees the same things, not everyone sees things the same way. Sometimes others see things differently from us. Have the children put on their rose colored glasses and look at things in the room and outside. Did the glasses make a difference in the way things look? Pretend that a friend and you both were told to look at something on the playground and describe it. If your friend looked at it without glasses, would your descriptions be the same? Why would your friend's be different?

Reflection:

Oftentimes, the way we see things is affected by the way we feel. For example, when we are mad we might not see pretty things like we do when we feel good. When we feel good about ourselves, we see more good things than we do when we don't feel good about ourselves.

CHAPTER 16

SELF-IDENTITY

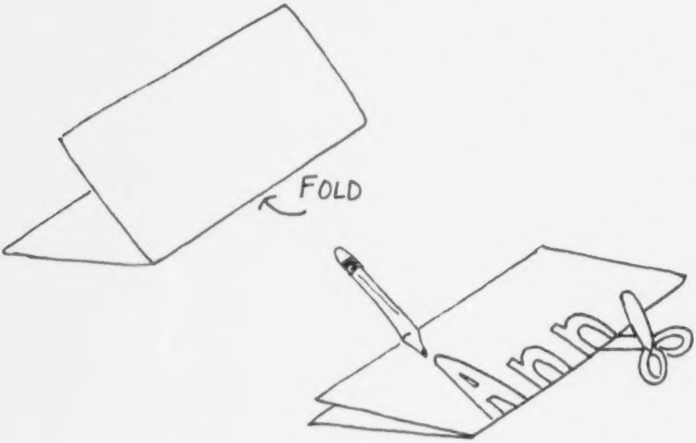
Self-identity is not the actual acquiring of a full-blown self-concept because, as discussed, self-concept is dynamic, and subject to change. Self-identity is acquiring knowledge of self as it relates to peers and significant others. It is recognizing that the child is different in many ways from those around him/her.

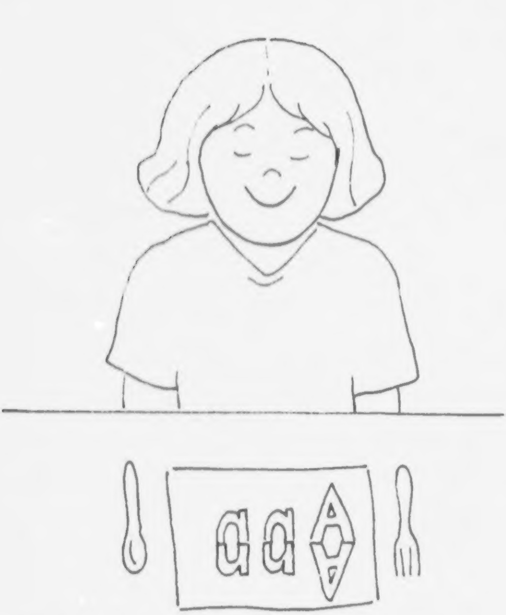
In a sense, the children are cataloging facts about themselves. They are learning how they look (acquiring a mental image), some things they can do well, and things that perhaps they can not do as well. Specifically, children are learning more about themselves.

At this point, this learning about self-identity does not include comparing abilities with other children in terms of more able or less able in different areas; because the wise teacher(s) has been building on the strengths and abilities of the children.

Children see themselves in a positive light when they have been made aware of their strengths and are successfully working on projects within their capabilities. They like school, feel it is a good place, and look forward to more school, because they are convinced they will be successful. These children, who know they can succeed, will be able to deal with weaknesses and some failures later without damage to their developing healthy self-concepts.

ACTIVITY 16.1.
DIFFERENT LOOKING NAMES





What You Are Teaching:

To develop pride in one's own name.

Materials Needed:

Different colored construction paper, pencils, scissors

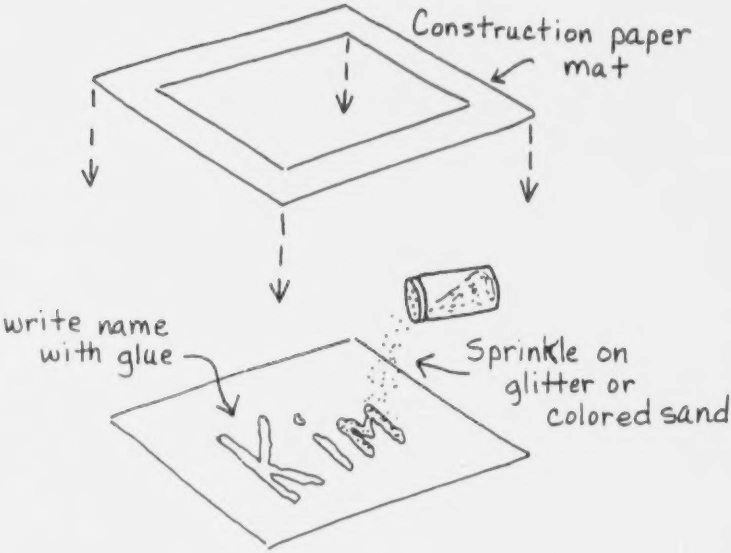
What You Do:

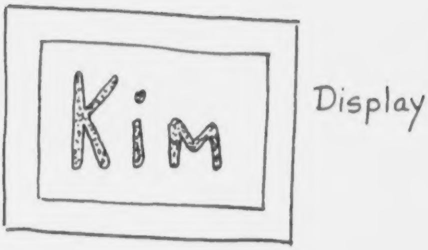
1. Show the children how to fold a piece of colored construction paper in half.
2. Help each child print his/her name on the fold as shown in the illustration.
3. Cut the name out of the paper fold.
4. Cut and glue the name to a contrasting color of paper.
5. Use the colored name as a placement or take it home to hang on the door of the child's room.

Discussion:

Discuss names, where they came from, and how they are used. Ask the children from where their names came. How many know that their parents named them? Sometimes names are long or difficult to pronounce, and often people are given nicknames. How many children have a nickname? Encourage the children with nicknames to tell how they got their nicknames. Lots of people have the same first name and lots have the same middle name, but very seldom are two names exactly alike.

ACTIVITY 16.2
MY BEAUTIFUL NAME


Construction paper mat
write name with glue
Sprinkle on glitter or colored sand
Kim


Kim
Display

What You Are Teaching:

1. To take pride in one's self.
2. To show pride in one's own name.

Materials Needed:

White construction paper, variety of colored construction paper, glue, different colored sparkles or sand (may be made by mixing dry Tempera paint with sand)

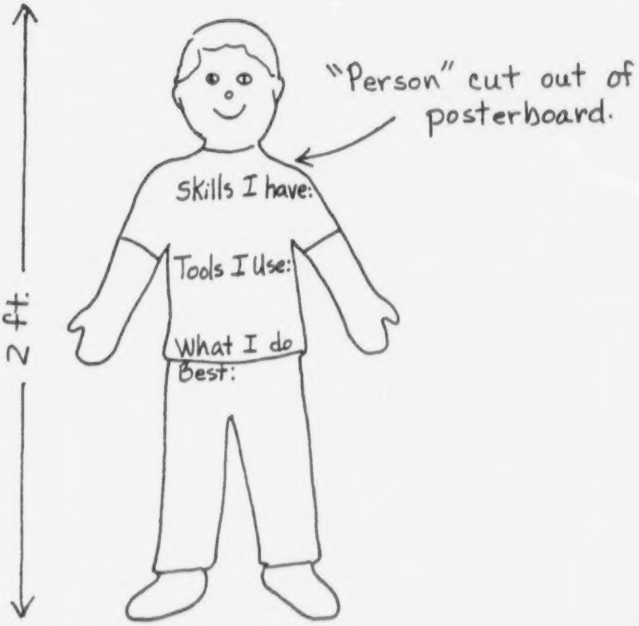
What You Do:

1. Give each child a piece of white construction paper.
2. Help the child draw his/her first name with glue.
3. Sprinkle the glue with the child's choice of colored sand or sprinkles.
4. Cut frames from different colored construction paper.
5. Place the framing mat on top of the construction paper.
6. Display all names on the wall for a few days.
7. Send the name pictures home with the children.
8. Tell the children that anytime they see their name in a newspaper or a magazine, to cut it out and to bring it to school.

Discussion:

Ask the children why their names are important to them. (It identifies the child in a group.) When somebody else has the same first name as you do, what do people do to be sure they get your attention? (Use first and last name or call you by a nickname). Ask the children reasons to write their names (to identify papers they hand in, write checks, enter contests, sign letters). List all of the reasons the children can think of on the experience chart or chalkboard. Before sending the framed names home with the children, have each child discuss with his/her parents where the name will be displayed at home and then tell the class.

ACTIVITY 16.3
MY BEST SKILL IS . . .


"Person" cut out of posterboard.
2 ft.
Skills I have:
Tools I Use:
What I do Best:

What You Are Teaching:

1. To understand that all people possess certain skills.
2. To understand that some skills are better used than others.

Materials Needed:

Pattern of a "person" about two feet tall, butcher paper, crayons, markers, scissors, posterboard

What You Do:

1. Gather the children around you in front of the experience chart.

2. Begin a discussion about what different children can do well and what tools different children can use.
3. On the chart, list in two columns the SKILLS and TOOLS mentioned.
4. Help the children trace around the "person pattern" on posterboard and cut it out.
5. Help the children write three lines on their "person":

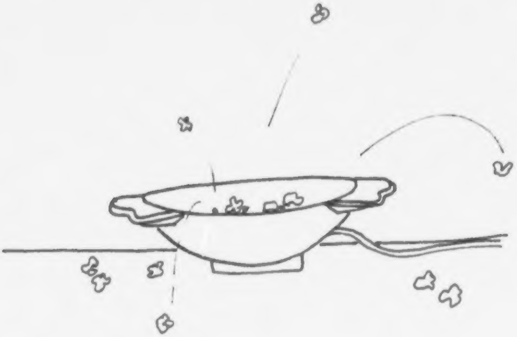
SKILLS I HAVE
TOOLS I USE
WHAT I DO BEST

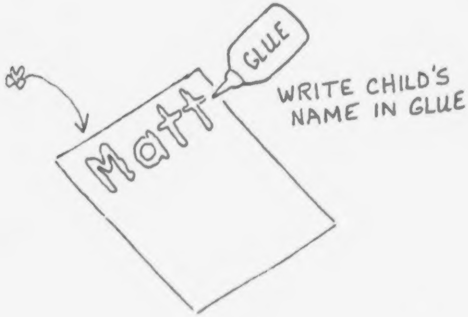
6. Tell the children to look at what has been written on the experience chart and list item(s) next to each line written on the body.
7. Allow the children to color their "person" to look like themselves or any other ways they want to color.
8. Put names on the "person" and prop, or lean their persons around the room, or make a long line of persons on each side of the door, in the hall, etc., for others to see.

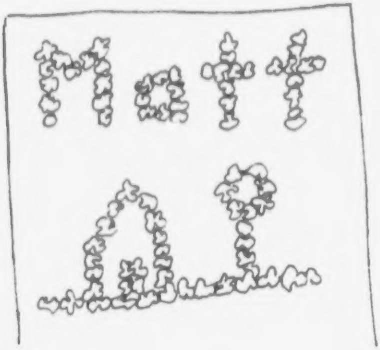
Reflection:

A very important aspect in helping children develop positive self-concept is to make them aware of their strengths and abilities. Then the children can handle their weaknesses much easier. Although encountering defeat occasionally is normal, a child who has been successful on previous projects can accept and deal with defeat more effectively.

ACTIVITY 16.4
POPCORN PICTURES




GLUE
Matt
WRITE CHILD'S NAME IN GLUE



What You Are Teaching:

1. To become aware of printed letter names.
2. To foster feelings of uniqueness.
3. To make children feel special.

Materials Needed:

Popcorn popper, oil, popcorn, dark construction paper, glue, napkins or paper towels, newspapers

What You Do:

1. Give the children a chance to help prepare popcorn in class.
2. Spread newspapers on the floor and put the popper in the middle.
3. Allow the popped corn to fly all over the area.
4. Have the children gather the popcorn into a pile.
5. Pass out the construction paper and glue.
6. Help the children write their names in glue and cover the glue with popcorn. Be sure they do this at the top of their papers.
7. Discuss the children's names. How are they different?
8. Have each child take a kernel of popped corn and discuss his/her piece of corn.
9. Encourage the children to find some things different about themselves.
10. Pass out more popped corn and suggest that the children make popcorn pictures on their pieces of construction paper.

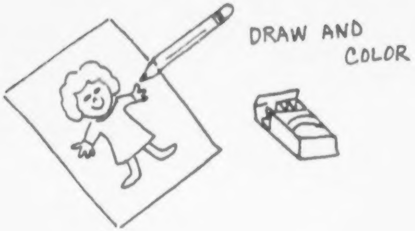
Discussion:

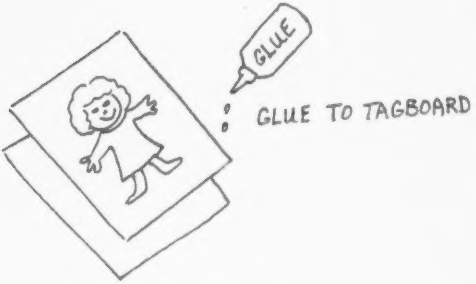
All the names look alike because they are all made from popcorn. The names are different because they contain different letters. Do all the kernels look alike? How are they different? Do they look exactly alike? How many children can find someone else with a name that begins with the same letters as their names? How many children have the same number of letter in their names? Does anyone have the same name as someone else?

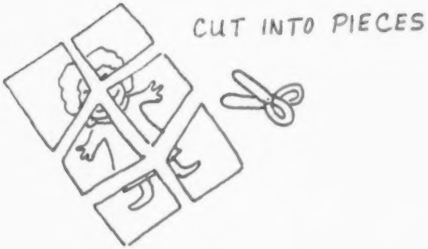
Reflection:

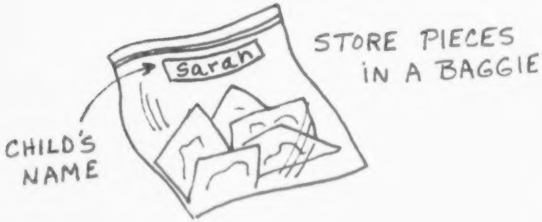
When we look at two kernels of corn, to tell the difference is hard. After they pop, we can find differences. We have to look hard to find the differences.

ACTIVITY 16.5
PUZZLES OF OURSELVES


DRAW AND COLOR


GLUE
GLUE TO TAGBOARD


CUT INTO PIECES


STORE PIECES IN A BAGGIE
Sarah
CHILD'S NAME

What You Are Teaching:

1. To increase knowledge about self.
2. To increase pride in accomplishments.

Materials Needed:

Paper, crayons, pencils, scissors, plastic bags (2 quart size), full length mirror, masking tape, tagboard, glue

What You Do:

1. Ask the children to draw a picture of themselves or their families.
2. Allow the children who are having trouble visualizing themselves to use the full length mirror.
3. Suggest that the children color their pictures.
4. Give the children glue so they can glue their pictures to the tagboard and cut the tagboard into puzzle-sized pieces.
5. Store each child's puzzle in a plastic bag.
6. Label the bag of puzzle parts with the child's name, using a piece of masking tape.
7. For large full length puzzles, have the children draw around each other as one lies on a piece of butcher paper.
8. Let the children cut out their bodies and color clothes on them. Allow them to decorate their bodies anyway they like. They may use a mirror for their facial features if they want.
9. Instruct the children to cut their paper bodies into pieces that will fit onto tagboard pieces and glue them on.

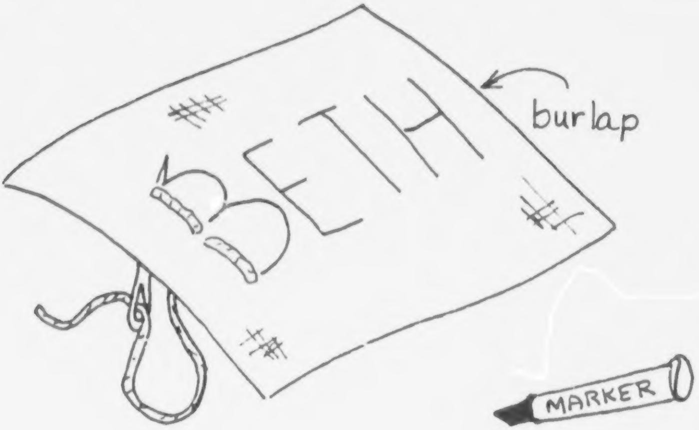
10. Show the children how to cut these into puzzle pieces. This makes a larger and more complicated puzzle.

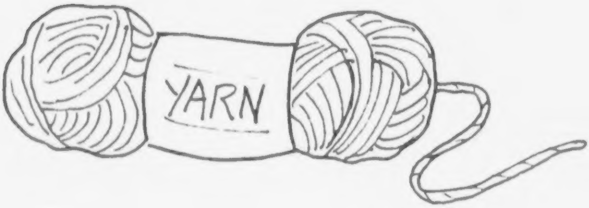
11. Store the puzzle in larger sized plastic bags on which the children have written their names on tape.

Discussion:

Young children especially enjoy this activity because of the developmental level. Not yet ready to accept others as equals, they are concerned with self in all aspects of curriculum. In the years through kindergarten and first grade, children readily learn about their bodies and senses. This is the time to discuss body parts, functions of the body, body in space, and any area that deals with the body of the child.

ACTIVITY 16.6
SEWING MY NAME





What You Are Teaching:

1. To reinforce child's self-concept with individual name.
2. To practice on small motor coordination.
3. To enjoy success with activities.
4. To recognize individual letters.

Materials Needed:

Individual square yard pieces of burlap for the class, large curved plastic darning needles with large eyes, yarn, felt tip markers

What You Do:

1. Print each child's name on a square of burlap with the marker; those who can do it themselves should do so.
2. Give each child a curved plastic needle, and help the child to thread it with yarn.
3. Demonstrate and help the child sew over the marker line that spells his/her name.
4. HELP EACH CHILD TO COMPLETE HIS/HER SQUARE.
5. Allow the children to take their names home after they have been displayed in the classroom.
6. When the children take projects home from school, send a note to the parents with them which tells what the project is and what the children have learned from the project.

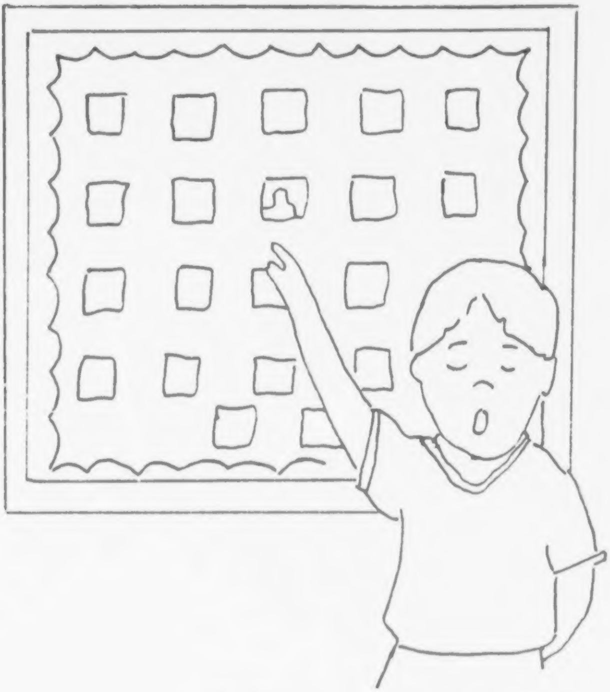
Discussion:

As the children sew their own names, ask different children what they would like to do with their names when they finish. The majority of the children will probably tell you that they would like to take them home. Ask why they want to take them home. Children may tell you to show their mother, to show their father, or to show a brother or sister. Some of the children may say that they don't know. Ask these children why they don't want to take them home.

Reflection:

Each class usually has a few children who are not interested in taking things home after they make them. Usually this says to the teacher that the children receive no positive reinforcement or negative reinforcement from someone in their families about things they do at school. Teachers should be sure these children receive plenty of positive reinforcement at school. Be sure that the notes go home with these children. Keep in mind that these parents might also benefit from talking with you.

ACTIVITY 16.7
SO THIS IS HOW I LOOK!



"This is I"

What You Are Teaching:

1. To learn individual names.
2. To have a healthy concept of self.
3. To be able to see individual differences in people.

Materials Needed:

Polaroid camera, film

What You Do:

1. Take each child's picture with the camera.
2. Arrange the pictures on the bulletin board.
3. Ask each child to identify the picture of himself/herself and tell something about self.
4. Encourage the children to identify as many pictures as they can.

In the Home:

Every child should have a picture of self in a frame somewhere in the house to show that he/she belongs to that family.

Discussion:

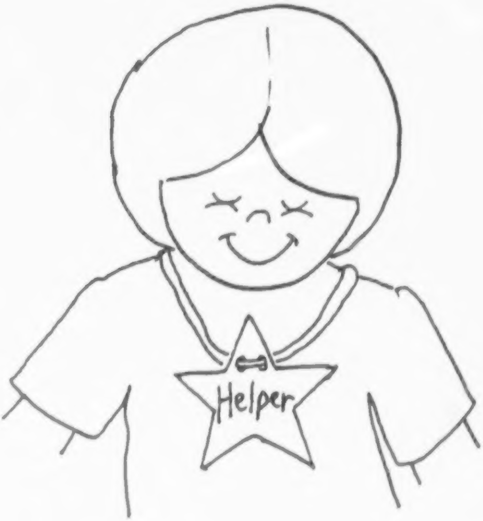
Ask the children if they know everybody's name and can identify their pictures. Tell the children that we are more likely to know the names of people we like, and usually we can identify those people's pictures. Ask the children if they would like to have pictures of people they like (friends). How does it make you feel to see your picture on somebody's wall? Would you think that the person who had your picture on their wall liked you? After having used the individual pictures for activities, frame the pictures with construction paper and allow the children to take the pictures to display on a wall at home.

ACTIVITY 16.8
STARS IN THE ROOM

What You Are Teaching:

1. To develop an understanding that success is rewarding.

2. To understand that others notice your achievements.



Materials Needed:

Construction paper, scissors, markers and pencils, yarn, hole punch

What You Do:

1. Show the children how to cut a number of stars from different colored construction paper.

2. Furnish patterns for the children to trace and cut around.

3. Keep the stars on a shelf or in a special place.

4. Explain to the children that the stars will be used to make special necklaces for those who do well in their activities, for trying very hard, and for helping other children.

5. Encourage children to report others who have helped them in any way.

6. Look for success and hard work toward an objective (whether successful or not) and award a star to that child.

7. Using yarn, make a necklace to reward the child.

8. Write something on the star that relates to why it was given, example: helper, hard worker.

9. Make sure that every child receives a star some time during each week.

Discussion:

Talk to the children about trying very hard to do something and asking someone else to help complete what they are working on. Discuss T-ball, soccer, and/or other sports the children might engage in during the afternoon. A baseball player always tries to hit a home run but may only get on first base. Then someone else bats so the first player may get a chance to score anyway. Talk about cooperation among players of other games. Ask the children for examples of when more than one person is needed to do something. Talk about how one person must work hard and then have someone else help to complete the job. Talk about how a house is built. Ask question about who works on the new house so that it can have water and who works on it so that it can have electricity. Ask again for more examples. Ask how it makes a child feel to help someone else to do something. Discuss asking for help when they are trying to do something but need help. Do you think people like you when you help them?

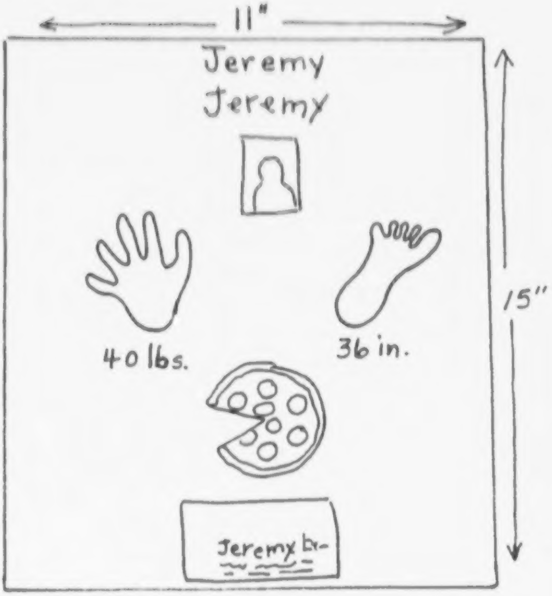
ACTIVITY 16.9
THIS IS I

What You Are Teaching:

1. To become aware of self.
2. To share self with others.

Materials Needed:

Large sheets of tagboard, Polaroid camera, fingerpaint, envelopes, tape measure, scale, felt tip markers, crayons, scissors, glue, magazines, pail of soapy water, paper towels



What You Do:

1. Cut enough 11" x 15" pieces of tagboard so that each child has one.
2. Write the child's name, centered at the top of the tagboard, and have the child write his/her name directly underneath.
3. Choose a place in the room, such as the Housekeeping Center, and take a picture of each child.
4. Glue the picture under the child's name.

5. Using the pan of fingerpaint, allow the children to put their hands in the paint and press it on the tagboard. Repeat with feet (take shoes and socks off, first!).

6. Weigh and measure each child, and record the numbers on the tagboard charts you are making.

7. Ask the children to see if they can find their favorite food in a magazine, cut it out, and glue it to the poster.

8. Have each child address an envelope to himself/herself at home (teacher may have to help) and glue this to the poster.

9. Display all posters on the walls.

10. Use soapy water and paper towels to clean up painted hands and feet.

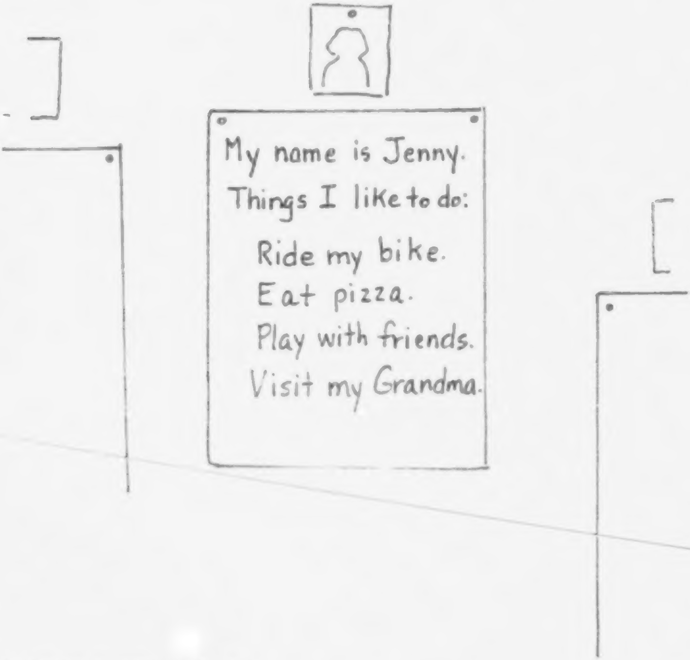
Discussion:

Discuss the posters one at a time in a large group activity. With each child holding his/her own poster, have the children (and the child whose poster is being discussed) talk about things on the poster. Encourage the children to make suggestions about what might be added to each poster that might individualize (explain the word to the children) the poster more. Write these suggestions on the board as they are given. Have the class and the child whose poster is being discussed decide on one or two more things that could be added to each poster. An example might be a suggestion from several children that a particular child is a really good ball player and that the child should add a picture of a ball player to the poster.

Reflections:

Hopefully, discussion of each child by the other children will cause each child to think more about himself/herself. This self-examination helps the child to discover strengths and weaknesses they may possess that they have not previously considered.

ACTIVITY 16.10
THIS IS I AND WHAT I LIKE


My name is Jenny.
Things I like to do:
Ride my bike.
Eat pizza.
Play with friends.
Visit my Grandma.

What You Are Teaching:

To help a child feel important in his/her own room.

Materials Needed:

Polaroid camera, construction paper

What You Do:

1. Take pictures of the individual children and post them on the board.

2. Pin a piece of construction paper under each picture.

3. Write at the top of the construction paper. "My name is ___(child's name)___. Things I like to do: ___________."

4. Allow each child to dictate things he/she likes to do.

5. Write them on the construction paper for the child.

6. Spend some time each day going over the pictures and discussing what the child has said.

7. Continue to go over the individual pictures and the things he/she likes to do until the child can read to the class what has been written about him/her.

8. Send the poster home for the child to share with his/her parents after the child can read what is on the poster and has practiced reading it at school.

Discussion:

The learning of specific academic skills has not been a major concern of the activities in this book. However, in activities where children obviously increase their skills, this also adds to self-concept growth. This particular activity is teaching the child that any word that he/she has said can be written down and any word that he/she has written or dictated can be read.

ACTIVITY 16.11
YOU CAN DO THIS, TOO

What You Are Teaching:

1. To encourage self-expression.
2. To display leadership abilities.

Materials Needed:

None

What You Do:

1. Stand the children in a circle. Choose a leader.
2. Taking turns, have each child perform some activity, such as standing on one leg. Others will imitate.
3. Sing these words to "London Bridge is Falling Down," and have the other children await their turn to be leader.

   I can do this right now, this right now, this right now.
   I can do this right—I am SPECIAL!

4. Choosing another leader, the child in the center will take the new leader's place in the circle.
5. Continue with the song and actions until every child has had a chance to be leader.

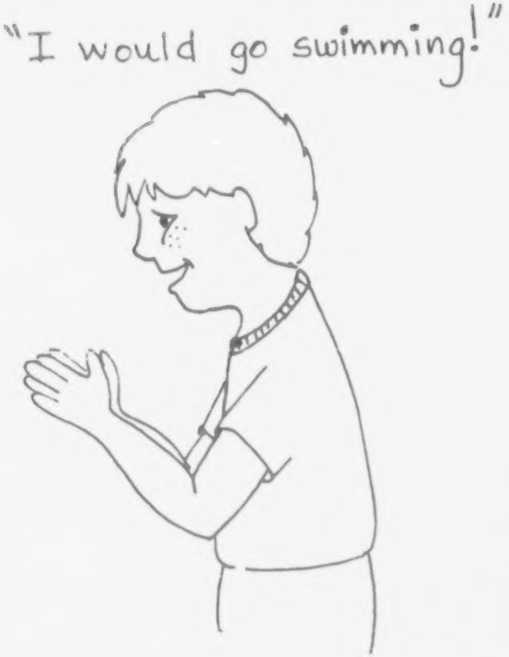
Discussion:

Too often in school, children learn to blindly follow directions. Children don't realize that they are an integral part of the total education.

Allowing children to perform leadership roles helps children understand that they can be leaders also, and people will follow their directions.

A healthy self-concept is fostered as children are allowed to freely express themselves and have other children match their activities.

ACTIVITY 16.12
WHAT IN THE WORLD?


"I would go swimming!"

What You Are Teaching:

1. To practice self-expression.
2. To share self with others.

Materials Needed:

None

What You Do:

1. Seat the children on the rug area in a circle.
2. Share with the children something you would like to do very much.
3. Say to the children, "If I could do anything I wanted today, I would ___(go skating)___."
4. Encourage the children to follow your example using the same words.
5. Prompting or suggesting may be needed for some children.
6. Encourage them to act out their suggestions.

Discussion:

Ask individual children to tell why they like what they like. Have the children see how many others in the room like to do the same things. Help by keeping a list of best-liked activities on the chalkboard or on the experience chart. Encourage the children to share how they learned to do those things that they like to do. Do other members of their families like to do the same things? Wonder about why some people like to do different things. Discuss how this makes people different. Using the information on the experience chart or on the chalkboard, help the children chart the answers given to find the things that they enjoy the most.

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ABOUT THE AUTHOR

Sam Ed Brown is currently Professor of early childhood education at Texas Woman's University. Dr. Brown, who received his Ph.D. in Early Childhood Education at Florida State University also has served as Assistant Professor at Radford University in Radford, Virginia. Dr. Brown's experience in early childhood education includes teaching in Headstart and teaching kindergarten in both Tennessee and Florida. Dr. Brown also has taught four-year-old children and developed a Home Based Program for three-year-old children before becoming the Supervisor of Early Childhood in a large metropolitan school system.

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